

Montebello Unified School District

Five Year Arts Education Plan 2021-2026

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The Development of the strategic plan for arts education is a partnership between the LA County Department of Arts and Culture, Arts Education Collective and the Montebello Unified School District.

Montebello Unified School District Arts Education Background

EMPOWERING STUDENTS TO ACHIEVE, ACADEMIC EXCELLENCE AS MODEL CITIZENS - Montebello Unified School District - Fostering Creativity through the Visual and Performing Arts (VAPA).

In 2007, Montebello USD became an “Arts for All” (now called the Arts Ed Collective) school district and developed a 3-5 year strategic plan for arts education. A community arts team identified sustainability efforts and professional development in the arts as a focus to strengthen the programming and implementation in the arts.

The district has embraced an integrated approach to the implementation of Common Core and 21st Century Teaching and Learning. Through collaboration, teachers have contributed to the creation and development of this rigorous new approach. In the classroom and every school, content and instruction connected through interdisciplinary units of study tied to the four C’s of the states adopted 21st Century Framework: Creativity, Critical Thinking, Communication and Collaboration, along with the English Language Development Standards. It is the goal of the district that creativity and the arts will be an integral part of the unit of study, with students engaged in the creative process to interpret, collaborate, and produce their understandings.

Montebello USD has collaborated with the Los Angeles County Technology Enhanced Arts Learning (TEAL) since 2018, and The California Arts Project (TCAP) since 2019 in supporting our teachers’ professional learning in the arts. In addition, Montebello USD has been a partner with the Latino Film Institute Youth Cinema Project (YCP) since 2014. YCP (a project-based learning program that introduces students to the art of storytelling through filmmaking) is in one elementary, seven intermediate, and three high schools.

With the addition of the Visual and Performing Arts full-time Program Specialist, as well as the support from the teachers and community, now is the time to extend this commitment and build a fuller, richer, more comprehensive arts curriculum. This plan serves as a blueprint for such an undertaking and, thereby, a necessary step in continuing toward giving our students the highest quality and equitable Arts education possible.

In 2020, Montebello USD established a District VAPA Committee composed of students, certificated and classified personnel, administrators, parents, and community members to develop a five-year strategic plan for arts education. Through a consensus building process, the following vision elements were created to begin advancing TK-12 arts instruction across schools:

With the five year plan, the district strives to implement the following:

- Well-balanced program that includes all five arts disciplines (Dance, Media Arts, Music, Theater, and Visual Arts)
- Professional learning for pre-K - 8th grade teachers to integrate art into other content areas
- Sustainable funding and resources
- Access to careers and opportunities to showcase student self-expression
- Social and emotional growth through the arts
- Standards-based professional development for 6th - 12th grade VAPA teachers
- Represented and involved community collaborators

The committee then identified the strengths the district could build on (district assets) and the challenges it would face as it moved toward enacting the newly developed vision for arts education.

<p style="text-align: center;">Strengths <i>Momentum toward our vision</i></p>	<p style="text-align: center;">Challenges <i>Forces resisting our new direction</i></p>
<ul style="list-style-type: none"> ● District-wide arts coordinator and a VAPA team ● Community support, commitment and respect ● Long history in Montebello with delivering arts instruction ● Sense of pride amongst staff, students, teachers about arts ● Certificated instructors in arts disciplines ● Supportive arts staff at all three high schools ● Alumni who are successful in arts careers ● Artists around us – practicing artists as teachers ● Administrative support across the district ● Band directors collaborate and support one another – bonded staff ● Student level camaraderie in the arts and beyond ● Dedicated teachers ● Access to some of the arts in general across district and sites ● A continued district desire and commitment to having a strategic plan for implementing arts instruction 	<ul style="list-style-type: none"> ● The arts are devalued - outdated idea that science and math are of higher value ● Uneducated views and knowledge of the importance of arts education ● Misinformed about student development needs ● Unawareness of the day to day operations of the VAPA classroom ● Classroom environment needs modernizing ● Competition at the high school level with other projects/organizations ● Need to keep the “whole child” in mind by fostering the creative and expressive needs of the students ● Parents are not properly educated in the Arts to express or advocate for how the arts impact student learning ● Funding for full time rotating VAPA teachers in the elementary school ● Bureaucratic issues and politics within school district ● Fragmented commitment; focus and directionality diluted ● Uncoordinated efforts between departments ● Competing priorities

The team shared the following as key items to keep in mind as the plan is being developed:

<ul style="list-style-type: none"> ● Coordination and oversight of the plan and its implementation ● Getting Board members involved and keeping them up to date ● Taking into account the varying levels that people will enter the work from – meeting stakeholders where they are ● The importance of the new California Arts Standards, Common Core and College and Careers 	<ul style="list-style-type: none"> ● Clear communication will be important ● Data and creating attainable goals ● Addressing all five disciplines and genres of the art forms ● Paying attention to what students need and prefer ● Careers in the arts ● How the arts support Social Emotional Learning (SEL)
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STRATEGIC DIRECTIONS

To guide the plan and to address the challenges, the committee reflected on the following question: *What creative and innovative actions can we take to address our challenges and move toward our vision?* As a result, the following strategic directions and goal areas were developed to frame plan implementation:

STRATEGY: Teaching and Learning in the Arts

- Goal: Expand and engage administrators, teachers and staff in professional learning in the arts
- Goal: Use arts integration across the curriculum

STRATEGY: Outside Partnership Building

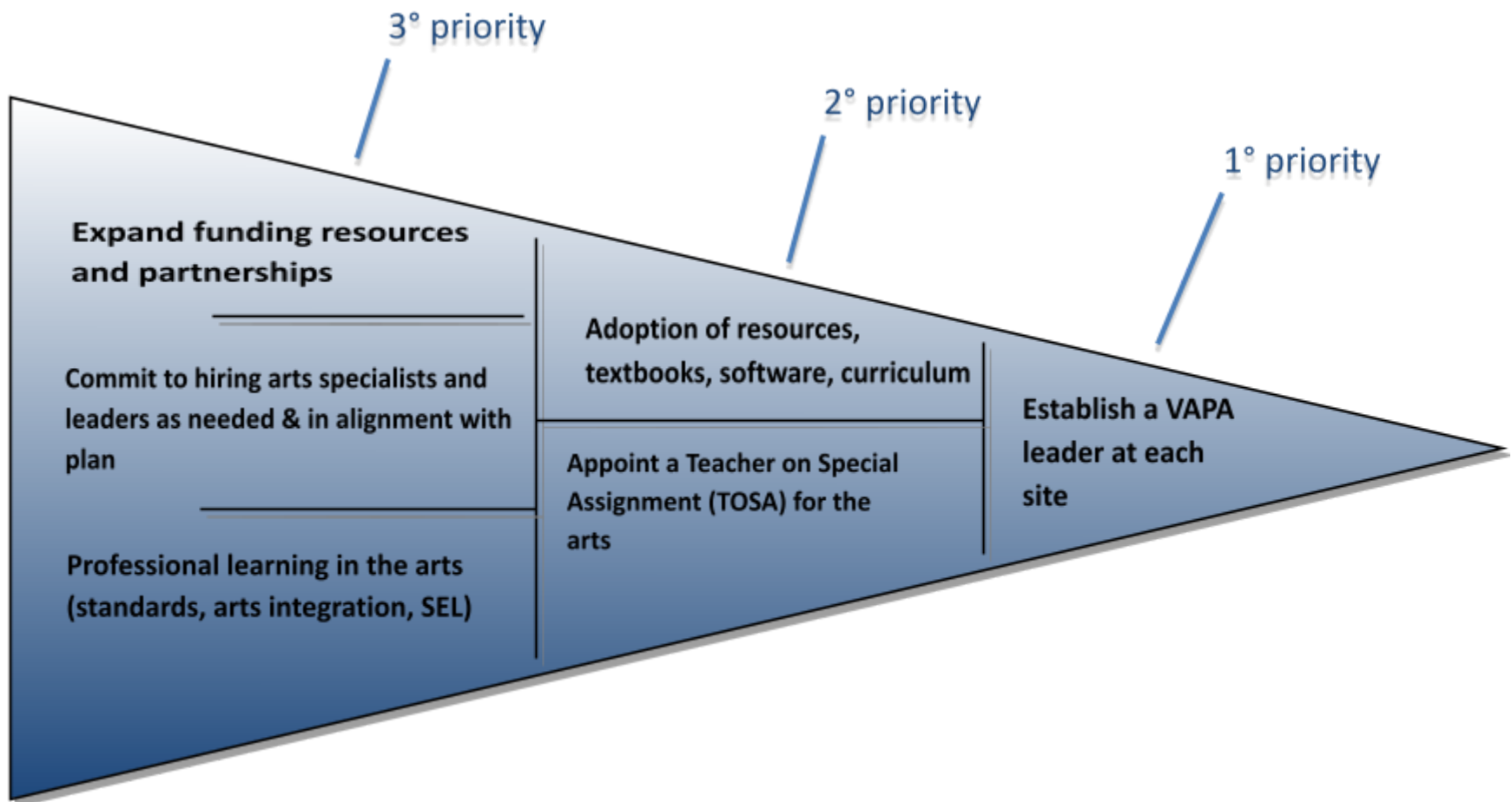
- Goal: Promote the arts through partnerships with museums and institutions of higher education
- Goal: Cultivate parent involvement in the arts
- Goal: Build community and professional partnerships

STRATEGY: Administration, Coordination and Funding

- Goal: Strengthen leadership in the arts at the site level
- Goal: Create opportunities for the arts in master scheduling
- Goal: Collect and analyze data for student needs
- Goal: Ensure School Board support of VAPA

PRIORITY WEDGE

Looking to the future and implementing goals within the 2021-2026 arts plan, the committee identified the highest leverage implementation actions to focus on. The areas below articulate those first, second and third level priorities.



**Phase I/Year 1 Implementation Plan
2021-2022**

Strategic Direction: Teaching and Learning in the Arts

GOAL: Engage administrators, teachers, and staff in professional learning in the arts

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Admin/Teachers: On a biannual basis, ignite and motivate the appreciation of VAPA through hands on education of the different arts disciplines (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Budget set for professional learning <input type="checkbox"/> Identify inside district or outside providers <input type="checkbox"/> Consider cultural institutions as options for professional learning experiences (Colleges, universities, museums, and other arts venues) <input type="checkbox"/> Obtain Board approval <input type="checkbox"/> Identify schedule, dates and agenda <input type="checkbox"/> Establish collaboration time <input type="checkbox"/> Identify dates to bring teachers together (elementary, intermediate, high school specialists) <input type="checkbox"/> Identify lessons to support integrating the arts 	VAPA Program Specialist, TOSA, Arts Leads	S&C funds , Grant funds	Pre and Post Surveys -Evidence of arts integration (presentations, lessons) -VAPA Showcases (Art Night, Seasonal Performances)
Certificated Staff: Ignite and motivate the appreciation of VAPA through hands-on education of the different arts disciplines (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Establish buy-in amongst staff <input type="checkbox"/> Invite staff to performances/presentations(VIP section) <input type="checkbox"/> Engage staff in performances <input type="checkbox"/> Create a survey to discover the talents, skills amongst staff <input type="checkbox"/> Support, encourage and reinforce VAPA initiatives at school sites 	VAPA Program Specialist, TOSA	No cost	Surveys, pictures, documentation of attendance and participation

GOAL: Implement arts integration strategies across curriculum				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Dedicate time during teacher collaboration for the development of VAPA integration (Ongoing)	<u>Elementary</u> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporate/fold into grade level team meetings <input type="checkbox"/> Teachers participate in TEAL and The California Arts Project (lessons created established in arts integration lesson bank) <u>Intermediate and High School</u> <ul style="list-style-type: none"> <input type="checkbox"/> Set up a format for secondary specialists to convene <input type="checkbox"/> Embed time for teachers to collaborate 	VAPA Program Specialist, TOSA, Arts Leads	S&C funds, Site funds, grants	Student work samples, evaluations, lesson bank is established, collaborative time to create across and vertical alignment in the intermediate and high school levels
Utilize the arts to support Social Emotional Learning (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Use the TEAL SEL Module for lessons and strategies <input type="checkbox"/> Lessons created established in arts integration lesson bank 	VAPA Program Specialist, TOSA, Arts Leads, Classroom teachers	S&C funds	Teacher use of TEAL modules to create lessons to place in lesson bank

Strategic Direction: Administration, Coordination and Funding				
GOAL: Strengthen the leadership in the arts at the site level				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create VAPA leads at each site (elementary, intermediate and HS) (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Identify funding and other district models <input type="checkbox"/> Outline role and responsibilities <input type="checkbox"/> Elem- VAPA lead, Intermediate & High School- VAPA Dept leads meet with the District Office once a quarter for each 	VAPA Program Specialist, TOSA, <u>VAPA</u> Leads	S&C funds (stipends, etc)	Pre-post surveys, needs assessment, prioritized needs, staff informed of and up to date on district wide plan

	<p>level. Twice in the first quarter (as needed)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish a stipend for this role <input type="checkbox"/> Elementary- create committee for content alignment 			
VAPA program content groups for intermediate and high school articulation (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit members for committees <input type="checkbox"/> Determine meeting dates for each site <input type="checkbox"/> Assess resource and supply needs at each site; Determine Textbooks, kits, etc. <input type="checkbox"/> Communicate w/ Principals to be put on agenda for staff meetings 	VAPA Program Specialist, TOSA, <u>VAPA</u> Leads, principals	S&C funds	consistent standards based curriculum throughout district for all grade levels

GOAL: Create opportunities for the arts master scheduling				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create a Master VAPA calendar (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Dates of projects, performances, etc... <input type="checkbox"/> Monday Memo to Board promoting VAPA current events 	VAPA Program Specialist, TOSA, Tech support	No cost	Feedback surveys, Posts on web page
Reconstruct the VAPA Web page (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Revitalize current page and continue to update 	VAPA Program Specialist, TOSA, Tech support	No cost	Web page, pictures, videos, flyers, announcement
GOAL: Collect and analyze data for student needs				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Identify how many students: "f" requirement , A-G by grade level and per site *AP Art Courses	<ul style="list-style-type: none"> <input type="checkbox"/> Collect the number of VAPA courses offered 	VAPA Program Specialist, TOSA	No cost	Number of students completing the "f" req. with a passing grade; Passing with a 3 or higher on the AP exams Courses, % of students

GOAL: Ensure School Board support for VAPA				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Present arts plan including implementation progress for Board approval Promote and share VAPA events & data with the the District Leaders	<ul style="list-style-type: none"> <input type="checkbox"/> Create presentations for the the District Leaders on sharing the plan and its implementation (i.e. take a student presentation to the Board) <input type="checkbox"/> Create Monday memo, flyers, videos 	VAPA Program Specialist, TOSA, VAPA Committee	No cost	Board approving the plan Monday memo, flyers, presentation
GOAL: Expand Funding Resources for the Arts				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Continue to apply for the Arts Ed Collective Advancement Grant and other grant opportunities (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Align additional funding to support the grant <input type="checkbox"/> Complete grant application guidelines and deadline <input type="checkbox"/> Seek other grant funding opportunities and apply 	VAPA Program Specialist, TOSA	S&C funds, grants	Completion of Grant deliverables
Incorporate arts plan goals and strategies into the LCAP	<ul style="list-style-type: none"> <input type="checkbox"/> Tie arts plan to the LCAP plan 	VAPA Program Specialist, TOSA	S&C funds	Increased LCAP funding for the arts
Provide additional funding for teachers to teach the “One Six” 1/6 period configuration	<ul style="list-style-type: none"> <input type="checkbox"/> Work with site principals <input type="checkbox"/> Gain approval from the Board <input type="checkbox"/> Submit paperwork 	VAPA Program Specialist, TOSA, principals	S&C funds	Added VAPA courses at a school site; additional sections of arts instruction
Allocate additional funds for supplies, equipment, materials, educational resources	<ul style="list-style-type: none"> <input type="checkbox"/> Gain approval from the Board <input type="checkbox"/> Needs and inventory assessment <input type="checkbox"/> Submit paperwork 	VAPA Program Specialist, TOSA, VAPA teachers, site administrators Vendors	S&C funds, site funds	Added resources for delivering arts instruction

Strategic Direction: Outside Partnerships and Community Building

GOAL: Promote the Arts

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create Student Showcases at each site	<ul style="list-style-type: none"> <input type="checkbox"/> School site VAPA Committee coordinate presentations b) outline logistics and communication <input type="checkbox"/> Clusters VAPA groups to meet towards the beginning of the year and/or end of year to plan 	VAPA Committees	S&C funds	Site participation in showcase and evidence of student learning in the arts (i.e portfolios)
Establish an electronic newsletter and community advertisement via Social Media	<ul style="list-style-type: none"> <input type="checkbox"/> Identify individuals to manage gathering newsletter content b) align newsletter with school website/district website and create a link to newsletter on website <input type="checkbox"/> Place ads on Social Media like Facebook, Instagram, Twitter, News Media, etc. 	VAPA Program Specialist, TOSA, District and Site teacher leads & Webmaster	S&C funds	Evidence/promotion of the arts visibility/advertisements/Information and district wide engagement, participation, (parents, community, students, administrators, teachers) in the arts

GOAL: Cultivate parent involvement in the Arts

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create parent education/workshops and begin the planning process for creating a parent leadership group that includes the visual arts	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule meetings/presentations <input type="checkbox"/> Establish a committee to begin planning for parent leadership groups <input type="checkbox"/> Inform parents about school and district wide VAPA experiences and opportunities for students throughout the school year 	VAPA Program Specialist, TOSA, District and Site Webmaster	S&C funds	District/School Site Calendar Record of parent, leaders/volunteers Increased parent involvement

Engage teachers and administrators to present to parent groups (PTA, Special Education, Parents, Bilingual Parent Groups)	<input type="checkbox"/> Schedule presentations and communicate information to sites	TOSA, teacher leads	S&C funds	Evidence of presentations to parents/families, surveys and documentation of events Increased parent involvement
GOAL: Build community and professional partnerships				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Seek partnerships with community art providers	<input type="checkbox"/> Investigate and research different program options to offer more robust arts instruction beyond what the specialists provide	VAPA Program Specialist, TOSA, Committee	S&C funds, grants	Contracts with outside providers; A resource file of potential partnership

**Phase II/Years 2-3 Implementation Plan
2022-2024**

Strategic Direction: Teaching and Learning in the Arts

GOAL: Expand and engage administrators, teachers and staff in professional learning

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Conduct learning walks in arts classes to expose classroom teachers and administrators to student arts engagement, curriculum, and standards	<ul style="list-style-type: none"> <input type="checkbox"/> Select schools and teachers who will be observed <input type="checkbox"/> Select classroom teachers who will visit arts classrooms, <input type="checkbox"/> Find release time for classroom teachers <input type="checkbox"/> Create schedule <input type="checkbox"/> Create rubric of 'look-fors' 	TOSA, teacher leads	S&C funds	Completed rubrics Collaborative report out
Develop a TK-12 Arts Cadre of teachers	<ul style="list-style-type: none"> <input type="checkbox"/> Create and post job description for Arts Cadre teacher leaders <input type="checkbox"/> Select Arts Cadre leaders <input type="checkbox"/> Determine stipend for teachers leaders Meet once a quarter at a central district location <input type="checkbox"/> Arts Cadre teachers share lessons, strategies with other teachers 	TOSA, teacher leads	S&C funds	Additional lessons and strategies for the lesson bank Sign in sheets Description of responsibilities

GOAL: Implement arts integration strategies across curriculum

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Build teacher capacity to integrate visual arts, theatre and media arts strategies into curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> TCAP to focus on Visual Arts <input type="checkbox"/> Deepen understanding of the TEAL media arts and theatre modules 	TOSA, Teacher leads	Grant funds	Teachers trained through TCAP and TEAL

Integrate the arts into PBIS to help with student expression and reflection	<input type="checkbox"/> Identify a professional learning structure for teachers and implement learning twice a year	VAPA Program Specialist, TOSA, Arts Leads	S&C funds	Strategies, lessons and structure for professional learning; student and teacher artifacts and outcomes
GOAL: Strengthen VAPA across the district in each discipline (music, theatre, visual arts, dance, medial arts)				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Provide and implement music instruction at the elementary school level (3rd-5th grade)	<input type="checkbox"/> Create a schedule for implementation <input type="checkbox"/> Create a job description for PT/FT <input type="checkbox"/> Get Board approval <input type="checkbox"/> Research and investigate arts organizations that deliver music at the elementary school level (residencies, year-long, etc)	VAPA Program Specialist, TOSA	S&C funds	Providers and/or specialists in place Evidence of student learning in music; final music schedule
Strategic Direction: Administration, Coordination and Funding				
GOAL: Strengthen the leadership in the arts at the site level				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Continue to convene the VAPA leadership committee quarterly Quarterly meetings with elementary leads	<input type="checkbox"/> Monitor site needs (textbooks, funding, materials, supplies, etc..) Additional technology PD to create virtual portfolio <input type="checkbox"/> Research lesson ideas K-6 <input type="checkbox"/> Core group from elementary create lessons to share out across district K-6 continuously throughout the year	VAPA Program Specialist, VAPA & Elementary leads	S&C funds	Data - inventory, surveys Collection of student digital submission on site website/district a bank of lessons posted on the VAPA webpage
Provide parent support by including them in arts leadership meetings	<input type="checkbox"/> Invite, recruit volunteers, PTA support, informative presentations in VAPA	VAPA Program Specialist, TOSA	S&C funds	participation in events,, learning opportunities for parents

GOAL: Create master VAPA calendar of performances and showcases for the arts at all levels				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Embed elementary arts showcase/open houses/presentations	<input type="checkbox"/> Build on previous lesson <input type="checkbox"/> Funding verification, board approvals	VAPA Program Specialists, TOSA, Arts Leads	S&C and site funds	Actual showcase, performances
GOAL: Collect and analyze student data to determine program strengths and areas of improvement				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Collect data, report data information to teachers, administration, board	<input type="checkbox"/> Collection of number of students in VAPA courses. Collect the completion of the “f” requirement with a passing grade. <input type="checkbox"/> Disseminate the data	VAPA Specialist, TOSA, Site Leads, VAPA Committee	S&C funds	Presentation to Board Data reports
GOAL: Communicate VAPA program highlights and program progress to the Board of Education				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Continue to present and share showcase VAPA progress with the Board of Education	<input type="checkbox"/> Collection of data. Showing support for EI’s, IEPs, 504s, foster youth, homeless. <input type="checkbox"/> Present and invite board members to events	VAPA Specialist, TOSA	S&C funds	Performances Final data report

GOAL: Funding				
Create a funding pool for resources in the arts for each discipline (supplies, materials, equipment, instruments, PDs) Ongoing	<input type="checkbox"/> Include funding on LCAP <input type="checkbox"/> Meet and monitor funds with teachers	VAPA Specialist, TOSA	S&C funds	Tacking the resources budget, keep an inventory, surveys, PD artifacts of student learning
Establish funding for hiring VAPA teachers at the intermediate and HS	<input type="checkbox"/> Work with schools in providing additional sections	Program specialist, TOSA, principals, site counselors	S&C funds, site funds	Additional sections in VAPA
Establish funding for teachers/consultants/arts partner organizations TK- 12	<input type="checkbox"/> Research consultants and art partners	Program specialist, TOSA, principals	S&C funds, site funds	hiring consultants, partners, surveys, teacher and student artifacts of student learning

Strategic Direction: Outside Partnerships and Community Building

GOAL: Promote the arts

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Seek out VAPA professors, professionals, artists to teach	<input type="checkbox"/> Identify individuals for committee <input type="checkbox"/> Communication with arts community <input type="checkbox"/> Outreach to professionals, businesses, elected officials in the communities to support the arts in MUSD <input type="checkbox"/> Develop or identify a vetting protocol for contracting	VAPA Program Specialist, TOSA, Parent Group Committee	S&C funds, grants	An established vetted list of professors/professionals and arts partners to serve at school sites
Advertise and display MUSD student art in various ways (in district, community, businesses, etc.)	<input type="checkbox"/> Collect and showcase student work	TOSA, teacher leads	S&C funds	Use of social media and virtual platforms Recognition for students

GOAL: Cultivate parent involvement in the arts				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Implement Parent Leadership VAPA groups	<ul style="list-style-type: none"> <input type="checkbox"/> Request parent volunteers to create VAPA group <input type="checkbox"/> Engage parents assisting with identifying and writing grants 	TOSA, Parent Volunteers	S&C funds	Presentations to parents/families Increased parent involvement
GOAL: Build community and professional partnerships				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Contract with outside arts providers, professional and local colleges to support implementation of VAPA	<ul style="list-style-type: none"> <input type="checkbox"/> Create a list of potential partnerships 	Program Specialist, TOSA	S&C funds	List of new partners and evidence of partners supporting implementation needs.
Seek grants and scholarship opportunities for VAPA students and programs	<ul style="list-style-type: none"> <input type="checkbox"/> Research grant and scholarship opportunities for students and programs 	TOSA, Site Leads	S&C funds	Reporting VAPA grants and scholarships awarded

PHASE III: 2024-2026 IMPLEMENTATION ACTIONS

Teaching and Learning in the Arts

Elementary

- Hire two elementary arts teachers per cluster to facilitate the Elementary Arts Wheel (each trimester the coach will work with teachers to integrate one genre of the arts into the content areas)

EXAMPLE:

- Trimester 1 Year 4 Visual Arts
 - Trimester 2 - Year 4 Music
 - Trimester 3 Year 4 Theater
 - Trimester 1 Year 5 Dance
 - Trimester 2 Year 5 Media Arts
 - Trimester 3 Year 5 Visual Arts
- Refine arts program and revise as necessary. Conduct needs assessments to determine next steps

Intermediate/High School

- Refine arts program and revise as necessary. Conduct needs assessments to determine next steps

Professional Learning

- Conducting needs assessments to determine next steps

Administration, Coordination, Funding

- Continue to convene VAPA leadership committee, site arts leads (elementary & secondary)
- Consistent curriculum k-12
- -Quarterly meetings with elementary leads
- Create lessons to share out in the district TK-6
- -Provide Parent support by including them in arts leadership meeting
- Continue all goals and tasks in Phase I and II
- Year 3 Cluster showcase and festivals-Push for VAPA elective option at the 6th grade

Outside Partnerships and Community Building

- Continuity of Phase II with necessary variation and adjustment
- Consider applying for school and district arts recognitions programs
- Establish a school/district wide spreadsheet Directory for same VAPA partners
- Establish a school/district wide Grant and resources spreadsheet for use by MUSD VAPA community
- Schedule Board Presentations to present VAPA plans at least every other year
- Meet with district community leaders for city council presentations and to seek opportunities for further support
- Meet with community organizations and businesses (ie. Rotary Club, Lion's Club, Friends of Montebello) for presentations and to seek local support

APPENDIX

Vision Workshop Documentation
Strategic Directions Workshop Documentation
VAPA Committee Roster

**Montebello Unified School District
VAPA Leadership Planning Committee**

Name	Position	Email
Jesse Mendoza	Teacher -Dance	mendoza_jesse@montebello.k12.ca.us
Anne Rodriguez	Teacher -Music	rodriguez_anne@montebello.k12.ca.us
Jessica Pettygrove	Teacher- Choir	pettygrove_jessica@montebello.k12.ca.us
Francisco Rico	Teacher- Music	rico_francisco@montebello.k12.ca.us
Cecilia Montanez	Teacher- Art	montanez_cecilia@montebello.k12.ca.us
Yanira Cartagena	Teacher - Art	cartagena_yanira@montebello.k12.ca.us
Oscar Michel	Teacher- Media Art	michel_oscar@montebello.k12.ca.us
Daniel Gonzalez	Teacher- Theatre	gonzalez_daniel@montebello.k12.ca.us
Violeta Lerma	Teacher- Art	lerma_violeta@montebello.k12.ca.us
Lili Atoyan	Elem- Principal	atoyan_lili@montebello.k12.ca.us
Jose Cuevas	Inter.- Principal	cuevas_jose@montebello.k12.ca.us
Gladys Garcia	Elem/Inter. Principal	garcia_gladys@montebello.k12.ca.us
Scott Walker	Science. Program Specialist	walker_scott@montebello.k12.ca.us
Helen Meltzer	Ed. Services Director	meltzer_helen@montebello.k12.ca.us
Mia Buckhorn	H.S. Student	
Jose Gomez	Parent	josegomez825@sbcglobal.net
Barbara Chavira	Community Partner	barblc50@aol.com
Richard Chavira	Artist	richard@racia.com
Mercedes Buckhorn	VAPA Prog. Specialist	buckhorn_mercedes@montebello.k12.ca.us
Darwin "Josh" Tejano	VAPA Executive	tejano_darwin@montebello.k12.ca.us


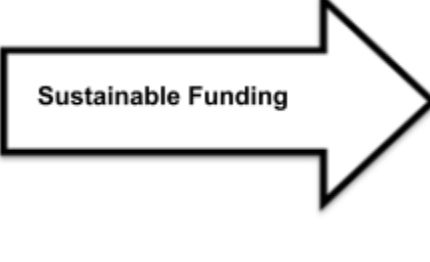

Los Angeles Department of Arts and Culture
Arts Ed Collective Strategic Planning Coaches
 Kimberleigh Aarn
 Allegra Brown

MONTEBELLO STRATEGIC VISION 2020

In five years, what will be in place in our district's arts education program as a result of our actions?

Well- balanced program that includes all five arts disciplines	Professional learning for PK – 8 th teachers to integrate arts into other content areas	<i>Sustainable funding and resources (make it rain \$\$\$!)</i>	Access to careers and opportunities to showcase student self-expression	Social & emotional growth through the arts	Standards based professional development for 6 th -12 th VAPA teachers	Represented and involved community collaborations
<p>Elementary schools VAPA arts rotation</p> <p>Students participate in variety of arts beginning in pre-school</p> <p>Mandatory participation in all disciplines (1 hr./day)</p> <p>At least 3-4 programs per school;</p> <p>Art exposure/art history;</p> <p>Students exposed to a variety of art forms (more than one)</p> <p>Traveling elementary music teachers</p> <p>Media arts</p> <p>Continuity from one school site to another</p> <p>Integrate art into all content areas</p> <p>Exposure all 5 domains of art before H.S.</p> <p>Vocal music in all intermediates VAPA levels H.S.</p> <p>Vertical Articulation -Elementary: Intro to senses/art elements, org/design principles/relationships -Intro to symbolism and metaphor</p>	<p>Teacher training on how to include arts within their curriculum</p> <p>Collaboration between disciplines</p> <p>Project-based Learning (PD + Integration)</p> <p>Professional</p>	<p><i>District support, maintenance, and growth of programs</i></p> <p><i>Resources (materials)</i></p> <p><i>Funding</i></p> <p><i>Recommended 36 students per FTE for vocal music at HS level</i></p> <p><i>Monitor and document test score improvement</i></p> <p><i>Administrative support, flexibility, and understanding</i></p> <p><i>Adequate pay to support training, education, and passion</i></p> <p><i>Consistent hiring and retention of arts teachers</i></p> <p><i>Proper facilities + state of the art</i></p> <p><i>21st Century facilities for all VAPA concentrations</i></p> <p><i>Access to maker spaces explore/imagine/ make</i></p> <p><i>Full access to equipment/supplies facilities</i></p>	<p>Showcase various forms of the arts</p> <p>Internship</p> <p>Self-expression</p> <p>Projects with meaningful purpose</p> <p>Field trips to expose students to professional settings</p> <p>Linked Learning</p> <p>Showcasing and exhibiting art</p>	<p>Use the arts for mental health</p> <p>Self-esteem building to become leaders</p> <p>Arts as intervention/ pathway</p>	<p>Trained VAPA teachers during the day</p> <p>Qualified teachers to teach VAPA</p>	<p>Involving community</p> <p>Studio and commercial voice class career</p> <p>Concurrent enrollment</p>

Strategic Directions Workshop

<p>Expanding and engaging admin, teachers, staff in professional learning about the arts</p> <ul style="list-style-type: none"> • Drive admin interest by college art admissions • Arts training for admin and non-arts teachers • Collaboration among staff • Staff development by peer expert • District level admin visit site programs • Rotate principals • Visiting successful art programs at other districts 	<p>Using Arts Integration Strategies Across the Curriculum</p> <ul style="list-style-type: none"> • Arts used as foundational basis for English, math, science • Music therapist to assist students who would benefit from such support • Art is the motivation to learn English, math, science 	 <p>Content - Learning in the Arts</p>
<p>Promoting the Arts</p> <ul style="list-style-type: none"> • Student showcases • Arts creativity news to promote the value of arts education (consistent) • Promote the arts to the community through various formats (local/county) • Annual art showcase presented by clusters <p>Cultivate Parent Involvement in the Arts</p> <ul style="list-style-type: none"> • Parent education about the arts • Parent workshops 	<p>Building Community and Professional Partnerships</p> <ul style="list-style-type: none"> • Have art fair professional artists (e.g. Jazz at Schurr) • Hire VAPA professors to improve VAPA teacher knowledge • Partnership with professional art agency or company • Have professional artist lecturing/teaching VAPA • Partnering with professional art agency/company • Higher education resources for students (awards, scholarships) 	 <p>Sustainable Funding</p>
<p>Strengthening the Arts (Leadership?) at the site Level</p> <ul style="list-style-type: none"> • Site team leaders for programs/disciplines meet quarterly to support the arts • Site arts coordinator <p>Analyze Data for Student Needs</p> <ul style="list-style-type: none"> • Needs assessment • Student interest survey data • Collect data of VAPA students on continuing basis 	<p>Creating Opportunities for the Arts in the Master Scheduling</p> <ul style="list-style-type: none"> • Building strong quality elementary after school programs (all arts) • Master schedule that includes arts for all students • Require the arts in all intermediates • Create a master schedule that is accessible and includes opportunities for arts • Elective rotation at middle school level 	 <p>Admin/Coordination/Funding</p>