



**El Monte Union High
School District**
Community Committed to College & Career



EL MONTE UNION HIGH SCHOOL DISTRICT FIVE YEAR STRATEGIC ARTS PLAN

The El Monte Union High School's district motto:

Community Committed to College and Career

Vision Statement:

The vision of the El Monte Union High School District is to empower and motivate our students to be resilient, college and career-ready lifelong learners and contributing members of our global society.

Mission Statement:

A Mission Statement is what we do/provide in order to bring our Vision into reality.

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
- Promote college and career readiness skills for all students.

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5-Year Strategic Arts Plan Overview

El Monte first joined the Arts Ed Collective in 2014 and completed their first strategic arts plan in 2015. In the fall of 2022, El Monte Union High School District (El Monte or District) began the process of developing a new 5-year Arts Strategic Plan that is aligned with the District's vision and mission. In partnership with a coach (Jill Newman) from the Los Angeles County Arts Ed Collective, the District organized a District Arts Team (DAT) of 11 people with representation from a variety of El Monte administrators, Visual and Performing Arts (VAPA) teachers, students, and a parent. The DAT met virtually in 2022 and 2023 on Dec 6, Jan 17, Feb 21, March 28, and April 25 to provide their valuable input towards the development of this Arts Strategic Plan. The Director of Curriculum and Instruction and the Arts Ed. Collective Coach worked together to conduct final edits to the plan in May and June of 2023.

The Strategic Arts Plan builds upon the District's vision and seven elements of the El Monte mission statement. El Monte's existing commitments to providing students opportunities to collaborate, create, and apply critical thinking skills are addressed in the Plan's Strategic Direction II and III, while a developing focus on VAPA sustainability and establishing equity and inclusion district-wide are core to Strategic Directions I and IV.

El Monte Union High School District Arts Team Members

Title	NAME	E-MAIL
Director of Curriculum and Instruction	Kirk McGinnis	kirk.mcginis@emuhsd.org
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Los Angeles County Department of Arts and Culture

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the mission of ensuring that LA County's 1.5 million public school students receive a quality and well-rounded arts education by expanding teaching and learning, and by building political and public will.

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. <https://www.lacountyartsedcollective.org/>

Our collective impact approach addresses complex challenges by coordinating the efforts of diverse stakeholders around our common goal. Collective partners stimulate cross-sector dialogue that leads to well informed, field-driven strategies for promoting system-wide progress on advancing arts education. Arts Ed Collective staff and coaches work with school districts to build infrastructure to increase quality, quantity and equity of the arts instruction.

Transformative Systems Change

Through shifting cultural practices, educational systems are poised to provide students with access to a broader scope of creative and artistic experiences. By questioning the status quo, and embracing that arts education provides students with expansive critical thinking and a growth mindset, one begins to develop a greater understanding of the possibilities that live within the five arts disciplines and the elements of each discipline.

The practice of strategic planning leverages opportunities to provide all students with access to an arts education where they discover and gain the literacy of each art form, including dance, media arts, music, theatre and visual arts. Culturally responsive pedagogy lifts up students' heritage, lived experiences and backgrounds. Students develop vocabulary, technical skills and historical context along with the ability to respond and connect to and through the arts.

When we frame the conversation around arts education, the California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards) form the structural support.

Through the planning process four key STRATEGIC DIRECTIONS emerged:

- 1. Develop and Sustain VAPA Infrastructure**
- 2. Strengthen VAPA Curriculum**
- 3. Enhance VAPA Culture and Engagement**
- 4. Establish VAPA Equity District Wide**

The District recognizes that the VAPA are core curriculum, according to California Education Code 51210 and 51220, and will work towards ensuring that all students have equitable access to high-quality, sequential, standards-based instruction in the Visual and Performing Arts in order to positively impact their educational experience and develop their creative potential.

El Monte VAPA Vision:

Through this strategic arts planning process, the District Arts Team established vision points for arts engagement in the district over the next five years. By 2028, El Monte VAPA programs will encompass:

Diverse, Robust and Rigorous Curriculum	Expansive and Equitable VAPA Programs	Community-oriented VAPA Celebrations	Professionally-oriented Arts Academy
Collaborative, Embedded and Sustainable VAPA Infrastructure	Inspiring and Enriching Field Trip Opportunities	Sustainable and Accessible Funding	Designated State of the Art Facilities

El Monte Current Reality:

The VAPA Planning Team 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 VAPA Current Reality for the district:

STRENGTHS: *momentum toward our vision* (prioritized list)

1. VAPA as part of core HS instructional program
2. Variety of "arts" classes district wide
3. Music teacher collaboration opportunities
4. Dedicated teachers for many programs
5. Motivated students
6. Experts in the classroom
7. Dedicated personnel
8. Increase of funding
9. Strong CTE programming in many areas
10. Dedicated Staff
11. New admin showing support and action
12. VAPA program opportunities post high school
13. Variety of programs
14. Inspired ideas for student success
15. Increase of course offerings

CHALLENGES: *forces resisting our new direction* (prioritized list)

1. Cost for family to participate in VAPA discourage students from joining
2. Student interests not honored
3. Need for a common vision
4. Low stipends for support staff
5. Communication, coordination, follow through
6. Arts as academic mindset
7. Clarity for common work for VAPA team
8. Articulation
9. Master Schedule issues
10. District Goals
11. Recruitment
12. Time for collaboration
13. Lack of control over feeder challenges
14. Allocation of funds
15. Students level of mastery and dedication
16. Consumable costs: instruments, costumes, performance "outfits", etc...
17. Dumping ground classes
18. Need for shared mindset in the arts

El Monte Current Reality: continued

The VAPA Planning Team 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 VAPA Current Reality for the district:

OPPORTUNITIES: *possibilities for achieving our vision* (prioritized list)

1. Create a VAPA coordinator position at the district level
2. Create a VAPA vision statement
3. Provide equal and appropriate access to any student
4. After school Arts academies at feeder schools
5. Expand staffing to accommodate student interests
6. Re-imagine and create top tier VAPA programs coordinated from elementary to college/career
7. Expand programs to middle schools
8. VAPA pathway for students
9. More at-school performances to fund programs
10. Highlight the VAPA work already in place
11. Develop Partnerships: Colleges, Universities, private organizations
12. Summer school VAPA opportunities

Strategic Directions

The El Monte High School District VAPA Team reflected on creative and innovative actions to address their challenges and move toward their vision. As a result, the following strategic directions and goal areas were developed to support implementation. They were evaluated by determining what specific equation of content + infrastructure + sustainability would yield equitable and sustainable VAPA education for the district.

STRATEGIC DIRECTION 1

Develop and Sustain VAPA Infrastructure

Goal 1
Goal 2
Goal 3

Expand Vertical Articulation
Grow VAPA Personnel and Team
Develop VAPA Vision and Policies

STRATEGIC DIRECTION 2

Strengthen VAPA Curriculum

Goal 1
Goal 2
Goal 3

Align and Inform Course Selection
Establish VAPA Survey Course
Broaden and Inspire VAPA Curriculum

STRATEGIC DIRECTION 3

Enhance VAPA Culture and Engagement

Goal 1
Goal 2

Increase Student VAPA Showcase Opportunities
Empower Student Leadership and Connections

STRATEGIC DIRECTION 4

Establish VAPA Equity District Wide

Goal 1
Goal 2

Bolster Recruitment Efforts
Dismantle Economic Barriers to VAPA Access

Strategic Direction I: Phase I
Develop and Sustain VAPA Infrastructure
PHASE I: Fall 2024 - Spring 2026

Goal	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 3: Develop VAPA Vision and Policies	Bring stakeholders together to discuss and develop vision and policy	1. Identify the details of the team and meeting logistics (who, what, when, where) 2. Determine process for vision and policy development 3. Develop and document vision and policy 4. Formally adopt and announce vision and policy 5. Follow-up or check in on status of goal	Director Curriculum & Instruction Budget: LCAP: Supplemental and Concentration	Policy is documented and adopted with check-ins scheduled
Goal 2: Grow VAPA Personnel and Team	Hire VAPA Coordinator	1. Developing Job description 2. Proceed with Hiring Process	Director Curriculum & Instruction Budget: None	VAPA coordinator is hired
Goal 2: Grow VAPA Personnel and Team	Hire highly motivated and competent VAPA teachers	1. Identify what the staffing need by site 2. Budgeting out by need first then by desire - (the hiring process will start in Spring for Full time 2024-2025 teachers)	Principals, HR, Director Curriculum & Instruction Budget: Prop 28	Full-time VAPA teachers hired for 2024-2025 academic year Begin identifying need by Fall 2023
Goal 2: Grow VAPA Personnel and Team	Hire highly motivated staff	1. Identify what the staffing need by site 2. Budgeting out by need first then by desire 3. Review current stipend usage	Principals, HR, Director Curriculum & Instruction Budget: Prop 28	Full-time VAPA staff hired for 2024-2025 academic year and stipend process is updated
Goal 1: Expand Vertical Articulation	Coordinate vertical articulation with feeder schools	1. Develop and host two 1/2 day PD's, one each semester	Director Curriculum & Instruction Budget: Educator Effectiveness Block Grant & Advancement Grant	Two 1/2 day PDs, one per semester, take place with vertical articulation as a central focus
Goal 1: Expand Vertical Articulation	Develop enrichment opportunities for summer electives	1. Identify, select and hire individual elective VAPA teachers who are willing to teach summer school	Principals, HR, Director Curriculum & Instruction Budget: Educator Effectiveness Block Grant & Advancement Grant	Summer VAPA electives are selected with VAPA teachers assigned

Correlation with Instructional Leadership Goals

	Build coherence with site instructional visions for alignment
	SEL Curricula + PD for staff districtwide

Correlation with Prop 28 Planning and Spending

	Grow VAPA Personnel and Team: 80% of Prop 28 funding must be spent on expanded staffing
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Strategic Direction II: Phase I
Strengthen VAPA Curriculum
PHASE I: Fall 2024 - Spring 2026

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 1: Align and Inform Course Selection	Create one-pagers/ pamphlets to showcase pathway and projects with art classes named in academic manner	1. Host a work/brainstorm session to create the one pager and PR materials (student leaders, counselor, teacher) 2. Product will be the goal of the meeting	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Arts, Music, and Instructional Materials Block Grant & Educator Effectiveness Block Grant	One page pamphlets are developed to showcase VAPA pathway projects
Goal 1: Align and Inform Course Selection	Roll out of one-pager	1. Draft communication to sites with materials and how to guide for implementation 2. Add to counselor PD session in summer	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Educator Effectiveness Block Grant & Advancement Grant	Pamphlet is rolled out with guidance for implementation
Goal 3: Broaden and Inspire VAPA Curriculum	Cross departmental / site collaboration on projects	1. During late start meetings (school based and District wide) content teams to build collaborative/cross departmental projects: one per semester	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Educator Effectiveness Block Grant	One departmental meeting per semester takes place to support content teams on cross- departmental collaboration

Correlation with Instructional Leadership Goals

- Professional Learning for Teaching & Learning Framework and lesson design
- Collaborative structures / framework - grade level and course alike (PLCs)
- Strong Teams: Instructional Leadership Teams & Teacher Teams

Strategic Direction III: Phase I
Enhance VAPA Culture and Engagement
PHASE I: Fall 2024 - Spring 2026

Goal	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 2: Empower Student Leadership and Connections	Develop students' committee to plan district wide VAPA projects, with a VAPA staff member to advise	1. Plan the committee's purpose 2. Contact different schools within the district to nominate 2 students per campus and 1-2 VAPA teacher as an advisor 3. Establish a common need & goals 4. Plan consistent meeting days and place	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Arts, Music, and Instructional Materials Block Grant	District wide VAPA projects are implemented by students' committee
Goal 2: Empower Student Leadership and Connections	Create student run ongoing website gallery	1. Establish Student run committee in each department 2. Collaborative District wide website creation by district personal 3. Collaboration between District personal, teacher leaders, and student run committee on scheduling and equitable representation for each department. 4. Community outreach through technology	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Arts, Music, and Instructional Materials Block Grant	Equitable student run website galleries are up and running for each department
Goal 1: Increase Student VAPA Showcase Opportunities	Design media center/ gallery space on campus to showcase art	1. Identify campuses in district that do not have facilities to display art 2. Identify school leaders on each campus who can spear head (Art teacher) 3. Look for good examples in our district to inspire all campuses to implement a showcase space	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Arts, Music, and Instructional Materials Block Grant	Media center/ gallery space is established on each campus
Goal 1: Increase Student VAPA Showcase Opportunities	Create a performing arts only showcase (rather than accompaniment of a sports/ assembly)	1. Equitable scheduling for each performing group showcase. 2. Delegate a district wide VAPA showcase coordinator for planning 3. Invite middle/elementary schools to attend or even perform with HS students	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Advancement Grant	A performing arts showcase is established
Goal 1: Increase Student VAPA Showcase Opportunities	Employ campus outreach to feeder schools	1. VAPA programs communicate with school to figure out which are the biggest feeder schools 2. Contact feeder schools for showcase opportunities (could be at their school or the high school) 3. Create easy way for feeder schools to know how to join program	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Advancement Grant	Feeder schools join campus with greater ease

Strategic Direction IV: Phase I
Establish VAPA Equity District Wide
PHASE I: Fall 2024 - Spring 2026

Goal	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 1: Bolster Recruitment Efforts	Create an Open House format that showcases VAPA Programs open to feeder school families that includes interactive opportunities in the arts	1. Develop an agenda/calendar 2. Locations/Logistics 3. Communicate with departments expectations 4. Advertise	Director Curriculum & Instruction Budget: Advancement Grant	Establish Open House that showcases VAPA Programs to feeder school families
Goal 1: Bolster Recruitment Efforts	Students visit MS (tour) for performances and information	1. Arrange visits with MS programs 2. Determine groups of students to perform 3. Arrange logistics (transport/excuse list/subs) 4. Share information and swag	Director Curriculum & Instruction Budget: Advancement Grant	Students visit MS (tour) for performances and information
Goal 1: Bolster Recruitment Efforts	Create VAPA department videos/pamphlets	1. Video: develop a story board, film, edit 2. Pamphlet: Use Canva to create VAPA informational material 3. Distribute via email, Parent Square, Social Media	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: LCAP: Supplemental and Concentration	VAPA department videos/pamphlets are developed and distributed
Goal 1: Bolster Recruitment Efforts	Invite MS/HS students to attend all performances	1. Determine performance calendar 2. Create advertising and outreach that can be shared with middle school families 3. Contact MS administration to post advertising via parent square 4. Contact HS for social media broadcast	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Advancement Grant & Arts, Music, and Instructional Materials Block Grant	VAPA performances are calendared and promoted to MS/HS students
Goal 2: Dismantle Economic Barriers to VAPA Access	Determining funding needs to eliminate the need for parent contributions	1. Collect budget 2. Determine cost 3. Investigate appropriate funding sources. 4. Determine methods of payments and processes	Director Curriculum & Instruction Budget: Prop 28 and LCAP: Supplemental and Concentration	Financial needs to eliminate parent contributions is determined and funding stream is identified

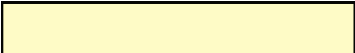
Correlation with Prop 28 Planning and Spending

 **Dismantle Economic Barriers to VAPA Access:** 20% of Prop 28 funding can be spent on supplies and training

Strategic Direction I: Phase II
Develop and Sustain VAPA Infrastructure
PHASE II: Fall 2026 - Spring 2028

Goal	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 2: Develop VAPA Vision and Policies	Review course of Phase I and amend plans	1. Address concerns with stakeholders 2. Poll stakeholders on additional needs/wants 3. Review budgetary needs	Director Curriculum & Instruction Budget: None	Phase II of Arts Plan is amended based on current reality
Goal 2: Grow VAPA Personnel and Team	Hire highly motivated staff	1. Review needs of staff from Phase I and amend district wide	Principals, HR, Director Curriculum & Instruction Budget: None	Staffing needs from Phase 1 are assessed and amended
Goal 1: Expand Vertical Articulation	Coordinate vertical articulation with feeder schools	1. Create curricular bridge with feeder schools 2. Articulate with summer bridge program 3. Communicate curriculum goals for incoming Freshmen 4. Investigate possible enrollment of Pre-Freshmen into summer program	Principals, Director Curriculum & Instruction Budget: None	Curriculum goals for Freshman are communicated, summer bridge program is established and Pre-9 can possibly enroll in summer program
Goal 1: Expand Vertical Articulation	Develop After school Articulation Program	1. Develop workshops and camps for Pre-9 students 2. Host clinics, camps, workshops in VAPA programs for feeder school students	Principals, HR, Director Curriculum & Instruction Budget: LCAP: Supplemental and Concentration	VAPA clinics, camps, workshops available for feeder school students
Goal 1: Expand Vertical Articulation	Develop full summer musical program	1. Identify school site to host summer musical program and appoint teachers and staff (Director, TD, Musical Director (possibly 2 - 1 voice and 1 instrumental), Choreographer, Producer)	Principals, Director Curriculum & Instruction Budget: Teacher Effectiveness Block Grant & LCAP: Supplemental and Concentration	Summer music program is staffed and running
Goal 2: Grow VAPA Personnel and Team	Contract grant writer for VAPA programs and/or hire district full time grant writer	1. Developing Job description 2. Proceed with Hiring Process 3. Identify options to create funding streams including grants 4. Write VAPA grants along with other program. (follow up with David, Heidi, or Nicole)	Principals, HR, Director Curriculum & Instruction Budget: Prop 28	VAPA grant writer is hired as independent contractor

Correlation with Instructional Leadership Goals

 Build coherence with site instructional visions for alignment

Correlation with Prop 28 Planning and Spending

 Grow VAPA Personnel and Team: 1% of Prop 28 funding can be spent on administrative staffing

Strategic Direction II: Phase II
Strengthen VAPA Curriculum
PHASE II: Fall 2026 - Spring 2028

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 3: Broaden and Inspire VAPA Curriculum	Guest artists to present to all VAPA classes	1. Schedule guest speakers to present at least 1x per semester in all VAPA courses 2. This will need cross site collaboration (maybe a task for the Arts Coordinator)	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: LCAP; Supplemental and concentration	Guest artists present to all VAPA classes
Goal 1: Align and Inform Course Selection	Create site-based course selection awareness	1. Develop a clearly outlined VAPA course progression/ pathway chart/flowchart	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: None	Flowchart that outlines VAPA course progression is created and disseminated
Goal 1: Align and Inform Course Selection	Create space in student daily schedules to allow for art electives	1. Assemble site-based Master Schedule committees to annually evaluate programming practices for class selection	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Educator Effectiveness Block Grant	Site-based Master Schedule committees ensure student daily schedules allow for art electives
Goal 2: Establish VAPA Survey Course	Create summer school VAPA survey course as an VAPA/CTE Wheel Elective	1. Assemble site-based Master Schedule committees to annually evaluate programming practices for class selection	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Educator Effectiveness Block Grant	Site-based Master Schedule committees have evaluated VAPA survey course that exists as VAPA/CTE Wheel Elective

Strategic Direction III: Phase II
Enhance VAPA Culture and Engagement
PHASE II: Fall 2026 - Spring 2028

Goal	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 2: Empower Student Leadership and Connections	Activate committee to plan district wide VAPA projects	1. Establish goals based on need 2. Give students the option to leave or stay depending on the number of students in the committee 3. Teachers nominate new students to join	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: LCAP; Supplemental and concentration and Educator Effectiveness Block Grant	District wide VAPA projects are planned by active committee that includes students
Goal 2: Empower Student Leadership and Connections	Student run ongoing website gallery expansion and in person district wide showcase	1. Create a showcase that included elementary, middle, and high school students to inspire multi level connection and leadership 2. Create promotional video either through video department. or the program itself	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Arts, Music, and Instructional Materials Block Grant	Student run website gallery expands to include elementary, middle, and high school student work and is promoted via promotional video
Goal 1: Increase Student VAPA Showcase Opportunities	Utilize media center/ gallery for visual art showcase at every school	1. Delegate leadership for scheduling and participation in spaces 2. Push for design and creative spaces on campuses that do not have gallery spaces	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: LCAP; Supplemental and concentration and Advancement Grant	Visual art is showcased at every school in its media center/ gallery
Goal 1: Increase Student VAPA Showcase Opportunities	Expand performing arts only showcase to district wide showcase	1. Continuation of on site activities 2. Include student committee in planning district wide showcase 3. Decide where it will be held 4. Decide district wide showcase coordinator 5. Create promotional media	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: LCAP; Supplemental and concentration and Advancement Grant	Performing arts showcase is expanded to district wide showcase and promoted.
Goal 1: Increase Student VAPA Showcase Opportunities	Expand on the types of showcases for feeder schools	1. Discuss most successful showcases/survey 2. Gather data on which program received the most sign-ups 3. Discuss with visual arts program with what they could provide to feeder schools	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: LCAP; Supplemental and concentration and Advancement Grant	Showcases for feeder schools are expanded based on surveys and data

Strategic Direction IV: Phase II
Establish VAPA Equity District Wide
PHASE II: Fall 2026 - Spring 2028

Goal	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 1: Bolster Recruitment Efforts	Inclusion of MS students in performances/ competitions	1. Develop and calendar performance opportunities in conjunction with MS 2. Determine the content of the performance that MS students can participate/ in or perform 3. Coordinate with MS teachers to teach the shared content 4. Create advertisement for events 5. Share advertisements with HS/MS families via email, social media, and communication apps	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: LCAP; Supplemental and concentration and Advancement Grant	MS students are included in performances/ competitions
Goal 1: Bolster Recruitment Efforts	Art Fairs on feeder school campuses	1. Plan visit 2. Determine a budget 3. Contact MS admin 4. Calendar event 5. Coordinate with MS to implement an art lesson in the classroom and share arts program. 6. Showcase HS/MS art lessons	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: LCAP; Supplemental and concentration and Advancement Grant	Art Fairs showcasing HS/MS art lessons occur on feeder school campuses
Goal 2: Dismantle Economic Barriers to VAPA Access	Fund additional contracted instructors to eliminate need for parent contributions	1. Analyze/ adjust budgets and costs from previous events 2. Determine budget source/ revenue stream 3. Fund supplemental staff	Teacher Leaders, Director Curriculum & Instruction Budget: Prop 28	Revenue stream is determined and used to hire additional contracted VAPA instructors relieving need for parent contributions
Goal 2: Dismantle Economic Barriers to VAPA Access	Pay program supply costs	1. Analyze/ adjust budgets and costs from previous events 2. Determine budget source/ revenue stream 3. Fund supplemental staff	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Prop 28	APA program supply and staff costs are covered internally without direct financial support from parents

Correlation with Prop 28 Planning and Spending

Dismantle Economic Barriers to VAPA Access: 80% of Prop 28 funding must be spent on expanded teaching staff 20% of Prop 28 funding can be spent on supplies and training

Strategic Direction I: Phase III
Develop and Sustain VAPA Infrastructure
PHASE III: Fall 2028 - Spring 2029

Goal	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 1: Expand Vertical Articulation	Plan District Arts Academy	1. Identify the detail of the team and meeting logistics (who, what, when, where) 2. Do a location survey to determine location 3. Determine if additional spaces are needed	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Educator Effectiveness Block Grant	Plan is developed for District Arts Academy
Goal 1: Expand Vertical Articulation	Develop Program content for District Arts Academy (this may happen after 2028 depending on time-line)	1. Develop curriculum 2. Determine staffing needs 3. Determine materials and equipment needs 4. Develop articulation with post-secondary schools (College and Career Readiness) 5. Create dual-Enrollment (College and Career Readiness)	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Prop 28 and Advancement Grant	Program content is developed for District Arts Academy
Goal 1: Expand Vertical Articulation	Continue growing articulation options	1. Expand our feeder school articulation outside of our normal districts 2. Create specific PD course aligned for teachers to improve and collaborate with our articulation process (monthly specialist meetings for VAPA)	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Prop 28 and Advancement Grant	Feeder school articulation is expanded with newly aligned PD courses
Goal 1: Expand Vertical Articulation	Create more offerings for summer VAPA courses	1. Summer music classes with summative performance 2. Summer arts classes with summative showcase 3. Summer film class with summative film festival	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: LCAP; Supplemental and concentration and Prop 28	VAPA summer course offerings are expanded to include performance, showcase and a film festival

Correlation with Prop 28 Planning and Spending

Dismantle Economic Barriers to VAPA Access: 80% of Prop 28 funding must be spent on expanded teaching staff 20% of Prop 28 funding can be spent on supplies and training

Strategic Direction II: Phase III
Strengthen VAPA Curriculum
PHASE III: Fall 2028 - Spring 2029

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 2: Establish VAPA Survey Course	Establish VAPA/CTE Wheel Elective	1. Committee to develop course description for Elective wheel session for rising 9th graders or partnering with feeder districts 2. To consider: Staffing, location, supplies, credentialing, credits, etc. 3. Continue reflection and reevaluation	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Educator Effectiveness Block Grant	Establish and evaluate VAPA/CTE Wheel Elective
Goal 3: Broaden and Inspire VAPA Curriculum	Employ arts integration in existing courses to expand arts opportunities	1. Develop opportunities and goals for integrating art appreciation, skills development, etc in content areas 2. Foster awareness of cross over into content and life without asking content teachers to become art teachers 3. Continue reflection and reevaluation	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Advancement Grant	Incorporate and evaluate arts integration in existing courses

Correlation with Instructional Leadership Goals

Implement SEL curricula

Strategic Direction III: Phase III
Enhance VAPA Culture and Engagement
PHASE III: Fall 2028 - Spring 2029

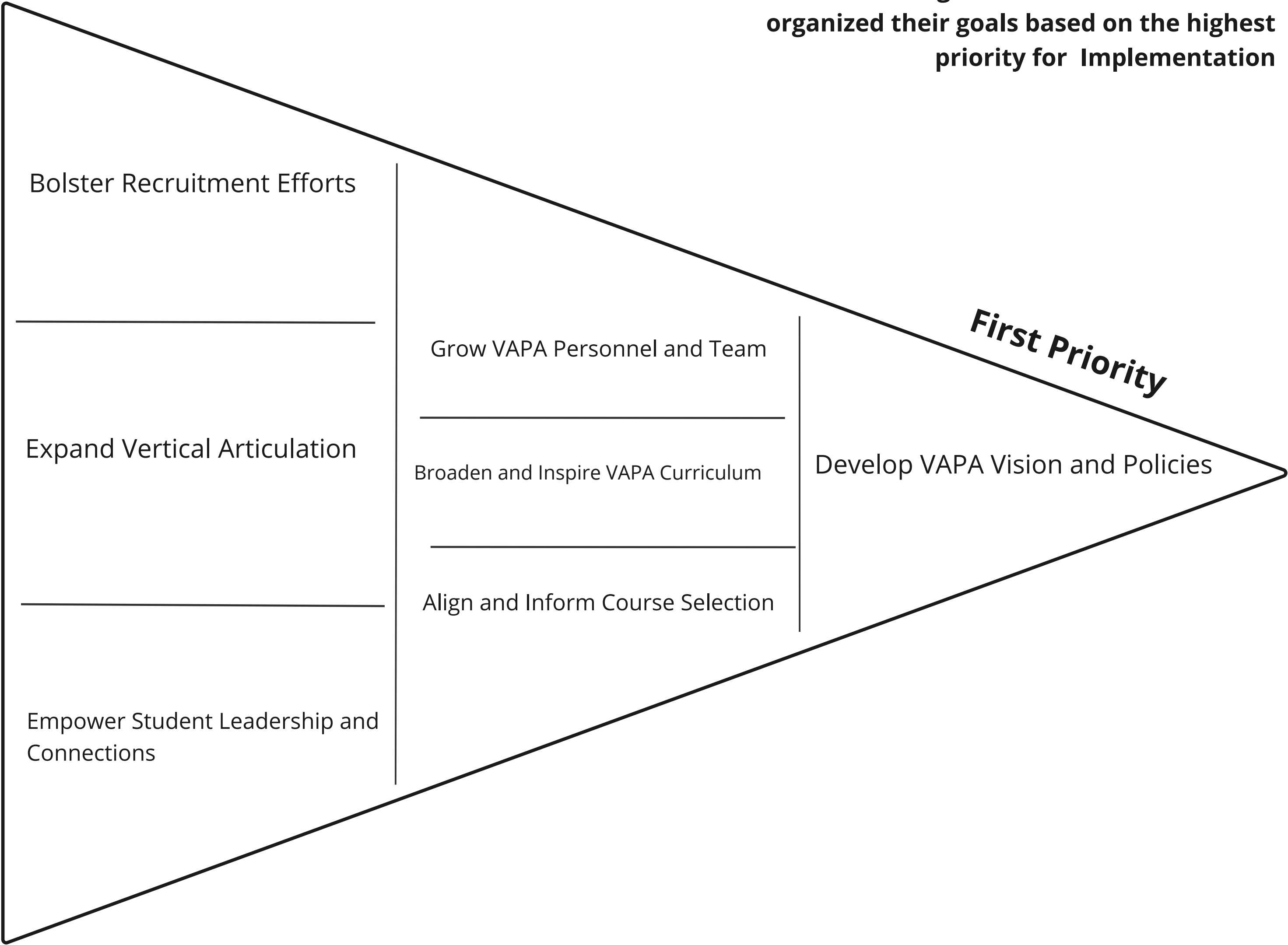
Goal	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 2: Empower Student Leadership and Connections	Continue committee work to support and host district wide VAPA projects	1. Review challenges and accomplishments 2. Establish new goals based on need 3. Give students the option to leave or stay 4. Depending on the number of students in the committee, teachers nominate new students to join 5. Students collaborate with teachers to host district-wise VAPA projects	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Educator Effectiveness Block Grant	Student committees revise and host district wide VAPA projects
Goal 2: Empower Student Leadership and Connections	Student run ongoing website gallery expansion and in person district wide showcase	1. Update showcase that included elementary, middle, and high school students to inspire multi level connection and leadership 2. Update and disseminate promotional outreach either through video department. or the program itself	Teacher Leaders, Director Curriculum & Instruction Budget: Advancement Grant	Students expand, run, and promote website gallery and in person district wide showcase

Strategic Direction IV: Phase III
Establish VAPA Equity District Wide
PHASE III: Fall 2028 - Spring 2029

Goal	ACTION	TASKS	POINT PERSON/ BUDGET SOURCE	BENCHMARK
Goal 1: Bolster Recruitment Efforts	Inclusion of MS students in performances/competitions	1. Assess the effectiveness of our practices or create more opportunities	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Arts, Music, and Instructional Materials Block Grant	Inclusion of MS students in performances/competitions is assessed and revised
Goal 1: Bolster Recruitment Efforts	Continue hosting Art Fairs on feeder school campuses	1. Plan visit 2. Determine a budget 3. Contact MS admin 4. calendar event 5. Coordinate with MS to implement an art lesson in the classroom and share arts program. 6. Showcase HS/MS art lessons	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Arts, Music, and Instructional Materials Block Grant	Art Fairs showcasing HS/MS art lessons occur on feeder school campuses
Goal 2: Dismantle Economic Barriers to VAPA Access	Assess greatest need to enhance equitable student access to the arts	1. Assess successes and challenges in removing financial barriers 2. Determine next steps based on greatest need and opportunity	Principals, Teacher Leaders, Director Curriculum & Instruction Budget: Arts, Music, and Instructional Materials Block Grant	The greatest need to enhance equitable student access to the arts is determined

Priority Wedge

El Monte Union High School District Arts Team
organized their goals based on the highest
priority for Implementation



APPENDIX

El Monte High School District assessed the current status of arts programming across the district. The DAT team worked in specialized groups to review what VAPA curriculum and support is known to exist, with a focus on capturing current strengths, gaps, and opportunities. The findings are summarized below:

Dance and Theatre		
STRENGTHS	GAPS	OPPORTUNITIES
• Five comprehensive high schools all have theatre programs with varied number of classes in each • Three schools have CTE theatre programs and have professional level equipment • Two high schools have technical theatre classes as well as performance classes • At SEM theatre teacher is also former professional in theatre arts • Several teachers have Masters or Doctorate level experience • Director of curriculum who is interested passionate about developing our arts and theatre programs	• Lack of articulation in the practical sense • To our knowledge, there is no real dance program at any of the high schools • Lack of common standards for each level of theatre and students placed within the proper program according to level of interest, ability, and commitment • Lack of parental support for many of the theatre programs • Little financial support for the non-CTE programs	• Funding sources - CTE, other grant money, donations • Take opportunities for community showcases for parents and others to help us support our programs • Develop structured dance classes with certificated staff and developing more opportunities for support staff • Outreach to current students and future students. - 8th grade visits to high schools as well as promoting programs with performances and visits to feeder schools

Visual and Media Arts

STRENGTHS

- MVHS has video production
- All sites including Ledesma have visual art classes (drawing, painting, etching, scale, black and white, color wheel)
- SEMHS has ASB doing morning announcement videos and livestream
- AHS, RHS, have graphic design (CTE)
- EMHS, MVHS, RHS, sites offer ceramics
- Film and other media being taught in various units within the Theatre program at SEM

GAPS

- Video production not offered at AHS, EMHS, RHS, SEMHS, or FRLHS
- 5/6 sites are not providing arts opportunities in student leadership (ASB)
- Graphic Design not offered and 4/6 sites
- Ceramics not offered and 3/6 sites.
- All gaps are including Fernando Ledesma our continuation school.

OPPORTUNITIES

- Staffing
- 1 FTE split between sites with the same schedule
- Partnership between ARTS & CTE
- Coordinator VAPA & CTE
- Transportation
- After school electives
- Dual enrollment partnerships with PCC and Rio Hondo
- Master Schedule
- Student interest
- Coach/"accompanist"-hourly to support arts (pay more than minimum wage/consultant pay)
- Articulation with colleges and universities
- Collaboration in course alike teams district wide
- Vertical articulation with feeder districts

Music		
STRENGTHS	GAPS	OPPORTUNITIES
• Each site has choral & instrumental directors full time • Accompanists • Collaborative festivals • Performance opportunities in SoCal • Out of state performances	• Accompanists/staff paid poorly • Staff quit after only a couple years b/c they're not being paid for their work • Recruiting is difficult • No set goal on courses/programs • Elective courses as a 0 period (should be provided throughout the day)	• Staffing • Funding • Master schedule • VAPA coordinator

Community and Financial Support		
STRENGTHS	GAPS	OPPORTUNITIES
• Funding: S & C, Prop 28, AMIM, General fund • Embedded FTE for VAPA programs, expertise of instructors. • Partnerships with community agencies, facilities. • Music feeder programs* • CTE able to participate in VAPA • Committed staff and students	• Consistent feeder school VAPA programs and vertical articulation • Dedicated funding for VAPA support staff or coordinator • Availability of staff/time to grow programs • Are there ample opportunities for student showcase and performances for all fields? Field trips? • Local guest artists/experts in the field to visit classrooms. • Master scheduling that prioritizes student wishes/needs	• Continue to discuss how best to allocate available funding. • Additional showcasing and highlighting of the great work our kids are doing. • Vertical articulation to sustain/grow existing programs, or add new. • District VAPA Coordinator

What do we want to see in place in El Monte School District in Arts Education 5 years from now as a result of our plan?

Diverse, Robust and Rigorous Curriculum	Expansive and Equitable VAPA Programs	Community-oriented VAPA Celebrations	Professionally-oriented Arts Academy	Collaborative, Embedded and Sustainable VAPA Infrastructure	Inspiring and Enriching Field Trip Opportunities	Sustainable and Accessible Funding	Designated State of the Art Facilities
"Wheel" arts course for all 9th graders	State of the art equipment for all programs	Physical and digital displays showing student success	Arts Academy (Selective HS Program)	VAPA Admin and Coordination	2-3 field trip performances per year for students to attend	Funding for support staff	Designated facilities for all groups
Vertical Articulation from elementary to collegiate level	Implement usage of industry current tech in visual art classes	Showcase opportunities For all disciplines	Students earning art scholarships for college	VAPA Coordinator	Funded industry related trips	Support Staff- part time paid by district	
Expanded course offerings	VAPA programs available to all despite cost	Print banners for all competition winners	"Arts" portfolio readiness courses, i.e. capstone, AP, senior project	VAPA Budget Management	One non-local performing opportunity for performance programs	Equipment funding	
Industry professional specialists/ master class	Improved number of students participating in VAPA programs	Students Performances that draw crowds	School to career art courses for students	Centralized VAPA Oversight			
2-3 at-school masterclasses for all arts	VAPA Equity among sites	El Monte Community Outreach via showcases	4 year program options for all programs				
Feeder School Articulation							
Diverse student opportunities/ art pathways							
Professional instruction opportunities							