



## Strategic Arts Plan

2025-2030

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### Project Background and Current State of the Arts

#### Project Background

A team of district administrators, teachers, parents, and community members met over three full day convenings and selected subcommittee meetings from December 2024 to June 2025 with consultant Sandy Seufert, to create this Five-Year Strategic Arts Plan. Planning team members worked with the consultant using a methodology called Technology of Participation which supports generative thinking in an active and democratic way. Once the full team engaged in the three days of planning that included creating the Vision, looking at the Current Reality in the District, and coming up with innovative actions that formed the Strategic Directions and Action Plan, a smaller subcommittee completed key details and alignment to the District LCAP.

## **Current State of the Arts**

The arts are a vital part of a well-rounded education, yet many students may not have consistent opportunities to engage in artistic experiences—such as attending professional performances, visiting museums, or participating in lessons in an art form that interests them. National data from the past decade confirms persistent disparities in access to arts education, particularly in under-resourced communities. A 2024 report by the Arts Education Partnership notes that access to arts varies significantly across elementary schools, and a 2025 National Endowment for the Arts study found that while many children participate in the arts during early childhood, access often declines without sustained school-based programming. Our goal is to ensure all students have access to these enriching opportunities both during and outside the school day.

Lawndale Elementary School District has six elementary schools and two middle schools. Approximately 81% of our students meet the federal poverty guidelines and 28% are English Learners. Our board policy and district plan ensure that we have a comprehensive arts program for K-8 students. We have maintained arts education for K-5 students through rotations of Visual Arts, Music, and Theatre classes with Teaching Artists from P.S. Arts for more than 15 years. At each of our middle schools, we have a full-time Art teacher and a full-time Music teacher. In partnership with Harmony Project, we offer an after-school Music program through the district's expanded learning program, the *Realizing Amazing Potential* (RAP) program. More recently, we have developed a partnership with the City of Lawndale Library, and with ESMoA (Experimentally Structured Museum of Art). Both partners provide resources to our teachers and students.

All students experience appropriate professional productions each year. The professional productions are selected based on their artistic merit and curricular relevance. In addition, a pre-performance professional development workshop is offered to teachers to give them insights into the content, articulate the curriculum connections, and provide hands-on arts integration activities that can be easily replicated in classrooms. Our Arts Coordinator provides monthly professional development sessions to our middle school VAPA teachers. Happily, more elementary educators are deeply engaged in this work, some serving as Arts Leads.

LESD continues to honor its tradition of celebrating students' achievements in the arts through the regional annual TakePART Festival. The event includes an art exhibition, live performances, and activity booths for families, one of which is produced by our middle school Visual Arts teachers. LESD collaborates with three other districts to produce this festival, Hawthorne School District, Lennox School District, and Centinela Valley Union High School District. In addition, our middle schools' Music Bands participate in community events such as parades every year.

Since 2015, our district has been partnering with Centinela Valley Union High School District to support a position of Regional Arts Coordinator who is instrumental in the implementation and assessment of programs.

## **Why Now**

With the funds from Prop 28 (Arts and Music in Schools), now is an ideal time to have created a Strategic Arts Plan with stakeholder input to support school site choices that help bring a well-rounded and 21st Century arts education to our students. And in this time of Post-Covid effects on students Social and Emotional wellbeing, the arts prove to be a critical strategy to support belonging, growth mindset, and other Social-Emotional factors.

**Local Control Accountability Plan (LCAP) Alignment**

The planning team is proud to share a Strategic Arts Plan that is built on the very structure of the four LCAP Goals. With this alignment, we are sure to provide impact in the areas needed most by our school communities.

- Goal 1: Increase academic achievement:** Ensure all students learn through access to high quality actions and services that increase academic achievement and civic, career, and college readiness.
- Goal 2: Ensure Access & Equity:** Provide high quality actions and services that eliminate barriers to student access to required and desired areas of study.
- Goal 3: Parent and Student Engagement:** Ensure all schools have safe, welcoming, healthy and inspiring climates for all students and families, so that all students are behaviorally and academically engaged in school and ready to learn.
- Goal 4: Provide 21st Century Learning Environments:** Invest in optimal learning environments that enhance student learning and ensure safety.

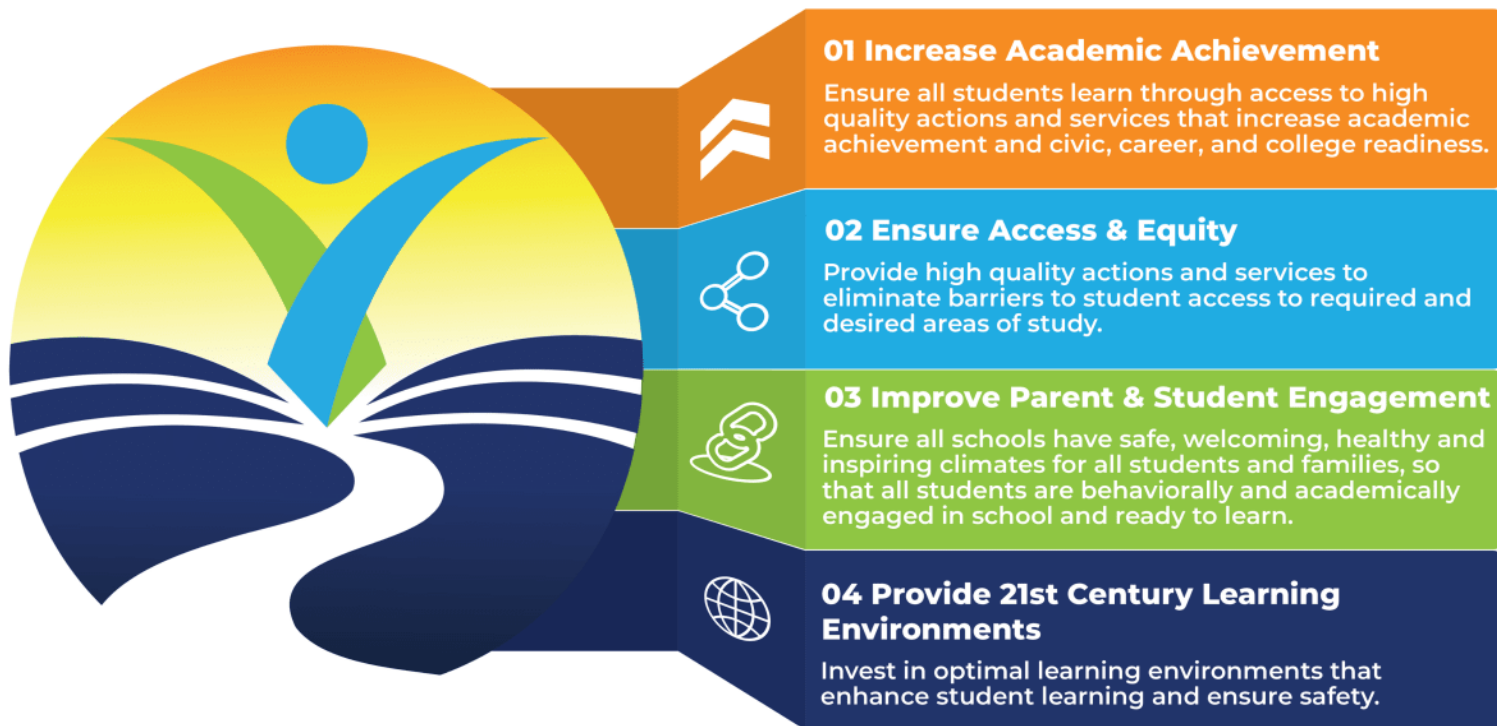
**District/Community Arts Team Members**

Adrian Rendon, Music Teacher  
Anne Marie D’Aggostino, Visual Arts Teacher  
Anne-Marie Mowad, 21st Century Learning Coordinator  
Barbara Boehm, Director of Operation, EsMOA  
Bryan Puertas, Communications Manager, EsMoA  
Chloe Espino, Student  
Dennis Howard, RAP Director  
Dulce Stein, Curator, EsMOA  
Elizabeth Kneisley, Visual Arts Teacher  
Emilie Leigh, Middle School Principal  
Estella Church, Parent

Eva Sweeney, Co-Founder, EsMOA  
Helene Trudeau, District Arts Coordinator  
Iliana Cruz, Teacher Leader  
Juan Rodriguez, Music Teacher  
Lety Varela, Director of Teaching and Learning  
Luis Sanchez, Parent  
Martha Sierra, Executive Assistant, Ed Services  
Marysol Perez, Elementary Assistant Principal  
Sandy Seufert, Arts Consultant, Arts Ed Collective  
Tracy Pumilia, Assistant Superintendent of Educational Services  
Victor Sanchez Lomeli, Student

## Lawndale Elementary School District Goals

Lawndale strives to build brighter futures through a commitment to addressing individual student needs focusing on increasing academic achievement, ensuring access and equity, improving family and student engagement, and providing 21st-century learning environments and tools to be successful.



## Executive Summary

**Practical Vision Goals:** The Lawndale Elementary School District Arts Planning Team, a collection of District personnel and Community Stakeholders, met and answered the question, “**In five years, what do we want to see in place in the arts as a result of our plan?**” The following Goals were created from a brainstorming session based on their vision for LESD. These Vision Elements are used as a guide for the creation of actions to bring this vision into reality. The full Practical Vision document can be found in the Appendix. (12/10/24)

LESD Vision for Arts Education							
Overarching Themes - Equity and Access; Increased District Enrollment in the Arts; The Arts are More Than an Elective							
Comprehensive, Culturally Relevant and Diverse Arts Integration	Coordinated and Sustainable Systems	Equitable, Transparent and Sustainable Funding	Visible and Celebrated Student Success	Quality and Adaptive Facilities and Resources	Active and Inclusive Community Engagement	Future Ready and Responsive Students	Ongoing and Robust Experiential Learning

### Current Reality

On 12/10/24 the Lawndale Elementary School District Arts Planning Team Task reflected on **Strengths** moving us closer to our vision, **Challenges** blocking our progress, and **Opportunities** that exist that we can act on. The summary of this work is below.

Our strategic arts plan is poised for significant advancement, building upon a robust foundation that includes dedicated funding for exploration, established programs, strong community and institutional partnerships, and readily available culturally relevant resources. The commitment of our staff and the advocacy of administrative leadership, coupled with existing access to arts experiences for our TK-8 students, provide a fertile ground for growth. To fully realize our vision, we will strategically address key challenges such as optimizing scheduling, actively engaging parent and community expertise, fostering consistent collaboration around standards-based curriculum, and ensuring robust professional development opportunities. By tackling these areas, we can cultivate a more cohesive and impactful arts program.

Looking ahead, we have a wealth of exciting opportunities to cultivate a vibrant arts ecosystem. High-impact field trips, strategic partnerships with local colleges and arts organizations, and deeper engagement with families and the wider community will enrich student experiences and broaden our reach. Initiatives such as integrating the arts into school culture, developing model classrooms, exploring innovative professional development, and forging new media partnerships offer pathways to enhance instruction and visibility. By capitalizing on these opportunities and fostering a culture that values and celebrates the arts, we can create a transformative and sustainable arts education program for all our students.

## **Strategic Alignment to LCAP Goals**

### **Increase Academic Achievement**

**Goal 1:** Design Comprehensive, Robust, and Rigorous Arts Instruction

**Goal 2:** Provide Culturally Relevant and Inclusive Arts Experiences

**Goal 3:** Hire Quality VAPA Arts Instructors

**Goal 4:** Build Capacity for Delivering Arts Experience

### **Ensure Equity and Access**

**Goal 5:** Create Sustainable, Equitable, and Transparent Funding Systems

**Goal 6:** Create Channels for Arts Advocacy and Communication

### **Improve Parent and Student Engagement**

**Goal 7:** Nurture Community Partnerships and Collaborations

**Goal 8:** Increase Community Involvement

### **Provide 21st Century Learning Environments**

**Goal 9:** Reimagine and Design Quality Arts Spaces and Resources

**Lawndale Elementary School District**  
**Phased Action Plan**  
**Phase 1 (2025-27) Phase 2 (2027-2030)**

**LCAP Goal 1: Increase Academic Achievement**

**Arts Strategic Goal 1: Design Comprehensive, Robust, and Rigorous Arts Instruction**

<b>Actions</b>	<b>Tasks</b>	<b>Budget</b>	<b>Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>	<b>Phase</b>
Create a plan for digital portfolios for student creative work	Work with IT to create VAPA portfolios digital spaces for students  Consider collaboration with PS Arts  Create protocols for capturing pictures, videos, and/or sound files	Extra duty pay or Subs for Pilot committee	21st Century Learning Coord	Plan created by pilot team that includes digital spaces, resources, and best practices  # of Portfolios created for students	Phase 1 - Pilot with DCAT  Phase 2 - Launch and implement
Support K-8 VAPA Articulation for curriculum	Map out existing programming during the day/outside the school day  Analyze the gaps and create partners in PS Arts and ESMoA and other community partners  Establish key priorities for LESD K-8 arts instruction  Research other school districts' offerings  Update asset maps  Provide opportunities for arts-specific field trips	Extra duty pay or Subs	Asst Supt Ed Services/ designee	Programming mapped  Assets identified and analyzed  Gaps identified and analyzed	Phase 1 - send out surveys to all sites and to RAP  Phase 2 - implement

**Arts Strategic Goal 2: Provide Culturally Relevant and Inclusive Arts Experiences**

<b>Actions</b>	<b>Tasks</b>	<b>Budget</b>	<b>Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>	<b>Phase</b>
Map sequence of arts experiences to K-8 articulated curriculum	DCAT subcommittee to relate core VAPA standards K-8 to real-world field trip experiences  Revise Field Trip Form to include VAPA standards	No budget implications	Grade Levels; teacher leaders  Ed Services	Arts-Integrated connections to extracurricular activities, field trips  An annual calendar of field trips (vertically aligned by grade level)	Phase 1 (K-8) Articulated Curriculum)  Phase 2 - Mapping

<b>Arts Strategic Goal 3: Hire Quality VAPA Arts Instructors</b>					
<b>Actions</b>	<b>Tasks</b>	<b>Budget</b>	<b>Point Person(s)</b>	<b>Measurable Outcome (Evidence of Success)</b>	<b>Phase</b>
Determine priorities for hiring elementary and middle school arts teachers	Use articulated map to determine gaps/needs  Survey school communities on desired Arts experiences	No budget implications	DCAT	map analyzed to determine gaps in programming  survey analyzed	Phase 1 - Initiate and complete
Hire Elementary and MS teacher(s)	Look at surveys on desired Arts experiences to determine the need for VAPA teacher  Create job description  Create a hiring panel to include current VAPA teachers  for general ed teachers: desirable qualities of an arts background	Prop 28	Ed Services Human Services	New teachers in place	Phases 1 and 2 - Ongoing as needed
<b>Arts Strategic Goal 4: Build Capacity for Delivering Arts Experience</b>					
<b>Actions</b>	<b>Tasks</b>	<b>Budget</b>	<b>Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>	<b>Phase</b>
Invite volunteers to support the implementation and production of arts events and programs	review current policy on volunteers  communicate current policy with teachers by sharing the volunteer handbook with all staff	No budget implications	Director of Special Projects	List of volunteers	Phase 1 - Utilize arts teachers' networks to promote volunteerism  Phase 2 - Expand recruitment of volunteer opps through DCAT and Community Liaisons
Identify and inventory the talents of LESD Staff	Create and implement a staff survey to inventory arts skills and background  Generate a list per site	Additional hours for planning	Ed Services Arts Coordinator	Survey results identifying people willing to share skills	Phase 1 - Research and Plan; Implement
Develop arts integration within the curriculum through collaborative structures	Select areas within the curriculum that can be connected to the arts  Identify arts liaisons/leaders at sites to support arts integration development	Additional hours for development	Arts Coordinator	lessons selected for connections lesson plans and videos	Phase 1 (Articulated Curriculum Map) Phase 2: arts integration



**Lawndale Elementary School District**  
**Phased Action Plan**  
**Phase 1 (2025-27) Phase 2 (2027-2030)**

**LCAP Goal 2: Ensure Equity and Access**

**Arts Strategic Goal 5: Create Sustainable, Equitable, and Transparent Funding Systems**

<b>Actions</b>	<b>Tasks</b>	<b>Budget</b>	<b>Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>	<b>Phase</b>
Create a model Prop 28 Expenditure Plan tracking tool aligned to the Strategic Arts Plan	District shares strategic plan with its sites and departments  Create ways to track or measure Prop 28 expenditure plans that are aligned to the Strategic Arts Plan	Prop 28	Ed Services and Principals	Completed Site Arts Plan	Phase 1 - Create model and implement  Phase 2 - Monitor and Revise
Research grant opportunities	Explore and write grants that align to the District Arts Strategic Plan  Apply for the Advancement Grant	No budget implications	Ed Services  Arts Coordinator	New grant funding available for arts	Phase 1 - Research and Apply  Phase 2 - Ongoing

**Arts Strategic Goal 6: Create Channels for Arts Advocacy and Communication**

<b>Actions</b>	<b>Tasks</b>	<b>Budget</b>	<b>Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>	<b>Phase</b>
Establish a District Community Arts Team (DCAT) to participate in policy making and project development	Define the roles and responsibilities for the committee  Solicit participation from staff, parents, students and community partners	Additional hours	Asst. Supt of Ed. Services  Director of Teaching & Learning	Developed policies  # of projects implemented	Phase 1 - Initiate  Phase 2 - Assess and continue
Community Liaisons, VAPA Staff and the Arts Coordinator meet and communicate regarding all programming	Monthly meetings to keep everyone informed and share with district	Additional hours	Community Liaison	Calendared meetings  Scheduled promotion (social media, Parent Square)	Phase 1 - Initiate  Phase 2 - Assess and continue

**Lawndale Elementary School District**  
**Phased Action Plan**  
**Phase 1 (2025-27) Phase 2 (2027-2030)**

**LCAP Goal 3: Improve Parent and Student Engagement**

**Arts Strategic Goal 7: Nurture Community Partnerships and Collaborations**

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Build partnerships with LESD MS and CV VAPA teachers to collaborate and work together with their students as partners	coordinate teacher partnerships  Align prep periods and department time to plan, field trips to the school sites for program matriculation	Additional hours Sub time Buses	District Coordinator  MS VAPA Teachers	-# of partnerships established - # of participating students - final student projects	Phase 1 Initiation, Begin implementation  Phase 2: review, expand, evaluate
Encourage all schools to participate in multiple community events	Establish a calendar of community events  Coordinate appearances/participation	Additional hours Buses Sub time	Admin  VAPA  Community Liaison	# of events # of participating students event attendance	Phase 1 - Develop recommendations  Phase 2 - Support implementation
Develop a pre CTE pathway and partnership with CV and El Camino College (Creating an Arts Consortium)	coordinate teacher partnerships with high school music teachers and professors in ELCO	Additional hours	Admin  MS VAPA teachers	-Implemented K-14 CTE plan  MOU's in place from community partners	Phase 1 (middle school to high school)  Phase 2 (elementary school to middle school)
Grow partnership with ESMoA	Meet with ESMoA representative and establish programming schedule	Supplies Additional hours	ESMoA Director  Site lead teachers  Librarian	# of scheduled events/field trips  Programming	Phase 1 - Initiate  Phase 2 - Expand

**Arts Strategic Goal 8: Increase Community Involvement**

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Bring elementary school audiences to middle school productions / art exhibits during school hours	Coordinate schedule between K-5 schools and middle schools	Buses	Admin  VAPA teachers	# of events # of participating students event attendance	Phase 1 - Initiate  Phase 2 - Review and expand

Recruit parent volunteers to support arts events during and after school hours	District Arts Coordinator trains CL and helps define parents' roles for each art program/event  CL train parents	Additional CL hours	District Arts Coordinator  CL	# of trained parent volunteers # of programs supported by parents # of events supported by parents	Phase 1 - Initiate  Phase 2 - Review and expand
Actively promote attendance to school events district-wide and in surrounding communities	Create marketing pieces (fliers, social media posts, emails)	No additional costs	CL team  District Communications Coordinator	Attendance at each event	Phase 1 - Initiate  Phase 2 - Support implementation
Create a model for an arts culminating showcase for advanced art classes	Schedule a day  Explore possibilities with ESMoA to serve as reviewers	No budget implications	Advanced Art Teachers	Students provided feedback and opportunities to explore beyond 8th grade  Portfolios reviewed for advanced art students	Phase 1: Create Pilot  Phase 2: Share model with District colleagues

<b>Lawndale Elementary School District</b> <b>Phased Action Plan</b> <b>Phase 1 (2025-27) Phase 2 (2027-2030)</b>					
<b>LCAP Goal #4: Provide 21st Century Learning Environments</b>					
<b>Arts Strategic Goal 9: Reimagine and design quality arts spaces and resources</b>					
<b>Actions</b>	<b>Tasks</b>	<b>Budget</b>	<b>Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>	<b>Phase 1</b>
Conduct space inventory to find quality spaces for Art Showcases, performances and events	Establish a criterion for what is meant by "quality space" for each art area. An example of unconventional spaces that can be used.  Create a site inventory list with all Schools in the District. Identifying also if the areas will need improvements and what kind of improvements  Team verifies spaces/tour  Conduct inventory of community resources for possible art spaces  Activate student art galleries and performances	No Budget Implication	Business Office and principals  For the Community spaces a team of teachers  District staff and parents	List of potential spaces by sites that will be shared with Stakeholders.  Community Map of available spaces with contact list.  Both lists are updated annually and made available to School Site personnel	Phase 1 - Complete  Phase 2 - Revise and continue as needed
Prioritize and implement improvement to Art Spaces	Identify possible priorities by site or district	Budget TBD	Business & Principals	Improvements to art spaces begin or are in process	Phase 2 - Implement recommendation

## Appendix

**Practical Vision: The** Lawndale Elementary School District Arts Planning Team, a collection of District personnel and Community Stakeholders, met and answered the question,

**“In five years, what do we want to see in place in the arts as a result of our plan?”** The following Goals were created from a brainstorming session based on their vision for LESD. (12/10/24) These Vision Elements are used as a guide for the creation of actions to bring this vision into reality.

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More frequent Arts Integration PD	Pipeline (systemic process)	Dependable, Equitable, Transparent Funding	Events and concerts included with Sports	Facilities (Physical spaces)	Community Partnerships	Arts in the schedule	Exposure - field trips, outside visitors, assemblies
Full integration (program, arts, pedagogy)	Systems - policies, budget, subjects	Sustainable Budget	Established Traditions for Arts Showcases	Pen and Paper (available)	Shared vision and stakeholder buy-in	21st Century new tech for Arts	Enrichment opportunities
Lesson plans with arts integration	Clear Plan K-8 VAPA articulation	Community Based Schools	Student work in a Gallery	Murals on school walls	Parent engagement (art ambassadors, Community Connections, Presenters)	21st Century Learning, Technology - Art and Our Future	Opportunities to experience creative careers
Arts Integration throughout content areas	Collaboration - communication of the Arts Plan	High Quality Faculty and Staffing		Students have the materials to succeed	All teachers buy into and value arts education as essential	College and Career Pathways connect to high school	
Cross-curricular, interdisciplinary, multidisciplinary, Equity					Cultivating genius and cultural wealth	Student voice and choice	
Cultural interaction - cultural combining with people interacting too							

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Lawndale Elementary School District Arts Planning Team was asked: What *creative and innovative actions can we take to address our challenges and move toward our vision?* The LESD Arts Planning Team the following strategic directions, goal areas, and actions to support implementation based on the Current Reality of the District (2/7/25). These Strategic Directions align with the District LCAP Goal Areas. These are possible actions from which to draw upon.

### Increase Academic Achievement

#### **Goal 1:** Design Comprehensive, Robust, and Rigorous Arts Instruction

1. Analyze the gaps and create partners in PS Arts and ESMoA
2. Create one model arts school within LESD
3. Support K-8 VAPA Articulation for programming/curriculum (asset and gap analyses)
4. Build pipeline for students K-14
5. Build a scope and sequence that creates a bridge to Centinela Valley Union HS District Academies
6. Establish a District Community Arts Team (DCAT)

#### **Goal 2:** Provide Culturally Relevant and Inclusive Arts Experiences

1. Schedule student field trips to El Camino College for gallery, Anthropology Museum, and workshop time
2. Bring artists and students together with projects like murals
3. Offer field trips for students (concerts, galleries, clinics)
4. Provide intentional enrichment opportunities

5. Create middle school to high school internships

#### **Goal 3:** Hire Quality VAPA Arts Instructors

1. Hire middle school digital arts teachers
2. Hire elementary arts teachers
3. Promote/prioritize staff of essential arts positions
4. Hire arts curriculum teacher leaders and arts planners that work alongside the Arts Coordinator to create arts lessons K-8 with current curriculum
5. Hire theatre arts teacher at middle school

#### **Goal 4:** Build Capacity for Delivering Arts Experience

1. Utilize middle school VAPA Teachers as resources (MS-Elem-HS)
2. Give/Provide access for staff development
3. Change policy about exhibiting art in school offices and parent lounges
4. Change district policy for access for high school students on campus after school
5. Change district policy for visiting artists for the day (fingerprinting)
6. Offer PD for administration and Risk Management staff

### Ensure Equity and Access

#### **Goal 5:** Create Sustainable, Equitable, and Transparent Funding Systems

1. Identify multi-layered funding structure
2. Create a funding map/timeline
3. Locate and apply for grants for art interaction PD (ESMoA Arts PD for teachers)
4. Create a transparent funding process
5. Provide adequate facilities and storage

#### **Goal 6:** Create Channels for Arts Advocacy and Communication

1. Support Traditions - Communication, promotion, and collaboration through a district-wide monthly committee meeting (arts/cultural programs)
2. Connect Community Liaisons to VAPA Staff and the Arts Coordinator

## Improve Parent and Student Engagement

### Goal 7: Nurture Community Partnerships and Collaborations

1. Explore partnerships
2. Support long-term collaborations of LESD, the city, the community (art and cultural key players)
3. Streamline the process for collaboration with ELCO and ESMoA
4. Hold multiple seasonal music and art events (TakePart Festival 2.0)
5. Utilize Community Based Schools - Arts Ambassadors at regular focus groups
6. Build an active Arts Coalition with El Camino Community College
7. Coordinate with Erin and ESMoA with middle school arts and create an art show
8. Coordinate with High Schools (Lawndale/Leuzinger Culinary) to create Food Around the World

9. LESD embraces Arts Month (choose between October/International or April/US)
10. Community Liaison goes to Arts PD expanding press for our district

### Goal 8: Increase Community Involvement

1. Create PD for parents, teachers, and students with the arts and artists (vertical articulation to support access)
2. Recruit parents as active participants ("Art Day Fair" on tour with onsite "docents" in arts galleries and onsite "presenters")
3. Survey parents/community on talents to offer and needs
4. Offer vertical cultural interactions of all ages (El Camino Community College)
5. Recruit parent volunteer Arts Committee
6. Take Part Arts Show shared longer than 1 day

## Provide 21st Century Learning Environments

### Goal 9: Reimagine and design quality arts spaces and resources

1. Offer arts space on campus (recent and future construction)
2. Identify facilities for showcasing student work
3. Find quality spaces
4. Change district policy for murals on campus
5. Design quality and intentional spaces for Visual Arts, Performing Arts, and Technical Arts
6. Activate student art galleries in each school