



# El Rancho Unified School District Strategic Visual and Performing Arts Plan 2018-2023

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Project Background	Pages 2-3
Executive Summary	Pages 4
Current Reality – Strengths, Challenges and Opportunities	Pages 6-8
Strategic Directions	Page 9
5-Year Multi-Phased Plan	Pages 10-26
a. Year 1 Implementation Plan	Pages 10-17
b. Phase 2-3 Implementation Plan	Pages 18-26
Appendix	Pages 27-31
a. Community Arts Team (CAT) Members	Page 27
b. Practical Vision Workshop	Page 28-29
c. Strategic Directions Workshop	Pages 30-31

**El Rancho Unified School District**

El Rancho Unified School District is located in the Southeast part of Los Angeles County, in Pico Rivera, California. The District believes its children deserve the best education possible. Approximately 8,400 students attend El Rancho Unified schools, which include eight elementary, three middle and three high schools, as well as an Education Center and a State Preschool program. Arts, Science, and Technology are the cornerstone of what a child is able to experience in the schools as well as a Dual Language Academy where students can be bilingual and bi-literate. Although the district's mission is universal for all, each school in the district is unique. The district believes in providing access and equity through a set of strategies and approaches that support and challenge the students to maximize their potential. AVID, Project Based Learning, Arts Integration, PBIS, and Restorative Practices are among the key signature practices that the students are able to embrace.

**The EL Rancho Unified School District Mission Statement for Arts Education**

At El Rancho Unified School District (ERUSD) we are committed to encourage and support an engaging community throughout the arts by providing a high quality, sequential art creation, appreciation, and understanding of the arts through real world arts experiences for all English Learners, students of color, foster youth, homeless youth, students in poverty, migrant students, special needs students, and gender identity students. The district will seek and maintain partnerships that foster an equitable, culturally, linguistically, responsive, relevant, and on-going arts program that provides access for all student subgroups preschool through high school. ERUSD will implement district policies that strengthen and sustain the arts as another content area and cultivate the highest quality arts education in all Visual and Performing Arts (VAPA) areas as well, provide ongoing services in curriculum and instruction, professional development and community collaboration for all educators.

**SUPERINTENDENT'S KARLING AGUILERA-FORT MESSAGE**

The El Rancho Unified School District reiterates its commitment to provide every single student in our campuses, including those students who have benefited from the Deferred Action for Childhood Arrivals (DACA), with a safe, protective, nurturing and respectful educational environment. These young people have the right to receive a high quality education and we, the members of El Rancho Unified School District community, are making sure to enact that commitment in every classroom, every day and every hour.

**Los Angeles County Commission – Arts Ed Collective**

**The Los Angeles County Arts Education Collective is dedicated to making the arts core in K-12 public education**

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

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

The development of the strategic plan for arts education is a partnership between Los Angeles County *Arts Education Collective* and El Rancho Unified School District.

**Executive Summary**

**Practical Vision for Arts Education**

*The Community Arts Team (CAT) met and developed the following vision elements.*

- 1. Foster a supportive and engaging community through the arts*
- 2. Hire a fulltime VAPA coordinator that sustains the implementation of the VAPA curriculum in the district*
- 3. Provide real world arts experiences and career pathways for all students through partnerships*
- 4. Implement community wide student arts showcases*
- 5. Implement articulated, equitable, and sustainable arts programming throughout the district*
- 6. Ensure dedicated and properly equipped facilities for the arts at all schools sites*
- 7. Build and sustain teacher's capacity in the arts*
- 8. Provide inclusive and robust arts curriculum for all students*
- 9. Managed and sustained dedicated arts funding*
- 10. Create a nurturing and vast relationship among businesses, the city, and higher education*

**Current Reality – Strengths, Challenges and Opportunities**

*The El Rancho Unified School District Community Arts 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. Asterisks indicate prioritized actions and most challenging issues.*

Strengths <i>Momentum Towards Vision</i>	Challenges <i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none"> <li>● Largest employer in the city***</li> <li>● Safe environment for students***</li> <li>● A deep sense of tradition, community, and belonging***</li> <li>● “Arts in Action” visual arts in elementary schools***</li> <li>● Selected for the 3 million Annenberg grant (Mcgee, Valencia, No &amp; So Ranchito, Rivera)***</li> <li>● Existing partnerships with Rio Hondo College, Cal State University Long Beach, UCLA, and the UC Irvine**</li> <li>● Social Media is available at every school site**</li> <li>● Most parents are involved and attend student performances**</li> <li>● Strong teachers Union**</li> <li>● Title 1 District (opens opportunities such as free buses to museums)**</li> <li>● Mariachi band at South Ranchito, Valencia, and STEAM**</li> <li>● Existing partnership with the Music Center**</li> <li>● El Rancho is a small school district**</li> <li>● Alumni are committed to the district**</li> <li>● Currently has cheer team, which demonstrates interest in dance*</li> <li>● Every school site has one year of TEAL training*</li> <li>● The school board is very dedicated, supportive, and focused on the arts*</li> <li>● The community is invested*</li> </ul> <p>ditional Opportunities Identified:</p> <ul style="list-style-type: none"> <li>● District resource center</li> <li>● Parents</li> <li>● Before and after school hours</li> </ul>	<ul style="list-style-type: none"> <li>● Inadequate Funding***</li> <li>● Over stretched teachers***</li> <li>● Frequent changes in leadership***</li> <li>● Declining enrollment***</li> <li>● Sites and facilities not equally funded***</li> <li>● Need for better dissemination of information***</li> <li>● Restrictive budgets***</li> <li>● Inflexible scheduling for classes in the arts***</li> <li>● Need for a student centered master schedule that allows multiple access points to the arts for our special education (SPED) and English language learner (ELL) students***</li> <li>● Limited number of teachers and volunteers**</li> <li>● Limited access to transportation (restrictive use of outdated vans)**</li> <li>● Unbalanced and inefficient vertical articulation in the arts**</li> <li>● Limited resources**</li> <li>● Teacher apprehension to district’s initiatives**</li> <li>● Outdated curriculum**</li> <li>● The arts play a narrow role (integrated vs. distinct)**</li> <li>● Challenges with students engagement**</li> <li>● Negative assumptions and perceptions**</li> <li>● Unclear policies*</li> <li>● The arts are consider interventions and not enrichment*</li> <li>● Unequal access to arts curriculum*</li> <li>● The arts are devalued*</li> <li>● Inequitable Professional Development offerings*</li> </ul>

El Rancho Unified School District

<ul style="list-style-type: none"> <li>● Showcasing student arts work to boost relationships</li> <li>● Arts workshops for parents</li> <li>● Mentoring program (high school students mentor elementary)</li> <li>● Community outreach</li> <li>● Budgeting subs for arts teachers</li> <li>● Guest speakers</li> <li>● Professional Development for teachers on modified days</li> <li>● Time for collaboration</li> <li>● Create a system for rehearsals</li> <li>● Shadow teachers</li> <li>● Simplify steps for teachers interested in arts integration</li> <li>● Show and tell days to challenge negative perceptions</li> <li>● Partner with the city to advertise, which could potentially also change negative perceptions</li> <li>● Create reciprocal communities</li> <li>● Remind App for teachers to communicate with parents</li> </ul>	<ul style="list-style-type: none"> <li>● Parents not allowed on campus</li> </ul>
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**Current Reality From The Arts Education Profile**

The district participated in The Arts Education Profile to assess the current status of arts programming across the district. The CAT team also identified, while reviewing different sections of the profile, additional strengths, challenges, and opportunities. The findings from the district profile summarized the following:

**Strengths**

**1. General Arts Instruction**

- 100% of elementary schools offer visual arts
- 82% percent of schools have arts integration in the curriculum
- High school utilizes 100% knowledge and performance based assessments
- 95.5% of arts courses meet UC/CSU standards

**Challenges**

- Professional Development in the arts is not being offered at all schools sites
- On average 4.9% of teachers in seven elementary schools are participating
- 18% of elementary schools are utilizing knowledge based and/or performance based assessments
- At the elementary level the following arts disciplines are being offered: Dance 9%, Media Arts 18 %, Theatre 27% and Music 36%

**Opportunities**

- A written arts curriculum is shared (one 18% currently do so)
- A knowledge and performance based assessment is utilized at the elementary level
- The district provides all arts disciplines to all students K-12

**2. Community Support and Dance/Theatre Snapshots**

**Strengths**

- Six out of eight elementary schools have connections to cultural organizations
- All student K-5 get visual arts programming (Art in Action)

**Challenges**

- One middle school offers dance instruction in the entire district
- There is no system in place to leverage community support

**Opportunities**

- Community partnerships exist
- Every student has access to VAPA programs
- The dance program is expanded starting with high school
- During dance classes high school students receive physical education (P.E.) credits
- There are district wide dance teams
- Cultural based dance classes are offered as part of VAPA and E.S.

**3. Music Snapshot and Findings and considerations**

**Strengths**

- One elementary and one middle school site offers music full time
- District is addressing needs and slowly implementing throughout

**Challenges**

- The majority of the elementary schools don't offer music
- Incorrect data is being sent to the state
- There are not enough music teachers

**Opportunities**

- The current infrastructure and implementation of music in two school sites is modeled in all sites
- The arts are integrated with other subjects at the elementary level

**4. Visual and Media Arts**

**Strengths**

- The visual arts are being offered during the school year to the following grades: Grades three to five 75%, PK and second graders 50%, and K to first grade 43%
- The media arts are offered during the school year 50-67% to grades 6-8

**Challenges**

- No training is offered for teachers in the media arts
- There is no sufficient time during the school day to schedule this type of classes
- There is a need for FTE visual art teachers
- There is a need to encourage teachers to utilize visual and media arts in order to become comfortable with the disciplines
- There is a need to define what visual arts looks like in the district

**Opportunities**

- Teachers are trained in the visual and media arts
- Visual and media arts are offered during the school day as well as after school

El Rancho Unified School District

**Strategic Directions**

*To guide the plan and address the challenges, the CAT met and developed the following strategic directions and goal areas to support implementation:*

**A. Build District Wide Capacity to Increase Arts Programming**

**Goal A1: Leverage internal knowledge of district VAPA teachers to build capacity from TK-12**

**Goal A2: Create College and Career Pathways for the Arts**

**Goal A3: Build Sustainable Professional Development (PD) throughout the District**

**Goal G4: Delivering instruction in the Arts TK-12**

**B. Build and Strengthen Community Networks to Promote VAPA**

**Goal B1: Promote student VAPA work throughout the community**

**Goal B2: Engage Community and Parents in the Arts**

**C. Fund and Sustain the Arts**

**Goal C1: Identify Funding Resources for the Arts**

**Goal C2: Build Institutional Knowledge in the Arts**

**Year One Implementation Plan**

<b>Strategic Direction A: Build District Wide Capacity to Increase Arts Programming</b>						
<b>1<sup>st</sup> Year Action Ideas</b>	<b>Quarter 1 Aug-Mid-Oct Tasks</b>	<b>Quarter 2 Mid-Oct-Mid-Dec Tasks</b>	<b>Quarter 3 January– March Tasks</b>	<b>Quarter 4 Mid-Mar– Early June Tasks</b>	<b>Budget Implications/ Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>
<b>Goal A1: Leverage internal knowledge of district VAPA teachers to build capacity from TK-12</b>						
<b>g. Provide instructional arts walks to other sites for VAPA teachers</b>	<p><b>A. VAPA C.C. collects feedback (i.e. Google forms) evaluates, and adjusts P.D. as needed</b></p> <p><b>Pre Quarter 1-</b> Create an arts walk team at each site (administrator and two teachers)</p>	Create arts walks questions to identify key components of the arts that also include arts integration	----->	----->	\$ Cost is already allocated in districts’ budget (\$8,000 for 2x teachers per site)/VAPA Facilitator, VAPA C.C., and site administrator	Teacher collaboration form (feedback)

	<b>B. Create a year-long schedule (two times a year) for arts walks</b>	<b>Inform school sites of the goals and feedback from the arts walks team for instructional growth (The focus for elementary is integration and for middle and high school VAPA standards)</b>	----->	<b>Feedback form Teacher's collaboration of what was observed in the walk-throughs</b>		<b>Shared outcomes throughout the district and Identified strategies</b>
<b>Goal A1: Leverage internal knowledge of district VAPA teachers to build capacity from TK-12</b>						
<b>c. Collaborate and articulate across secondary VAPA teachers</b>	<b>A. Design a form for collaboration accountability (i.e. objectives, next steps, etc.) on Google forms</b>	<b>Create a year-long collaboration master schedule that is flexible</b>	<b>Create a survey to reflect and inform site direction</b>	<b>Review the feedback to improve the collaboration for the following year</b>	<b>No cost/ Secondary VAPA Teachers</b>	<b>Improved collaboration among secondary teachers</b>
	<b>B. Ongoing monitoring of implementation and next steps</b>	<b>Review feedback of teacher collaboration forms to guide planning and P.D.</b>	----->			
<b>c1. Collaborate and articulate across elementary VAPA teachers</b>	<b>A. Design a form for collaboration accountability (i.e. objectives, next steps, etc.) on Google forms</b>	<b>Create a year-long collaboration master schedule that is flexible</b>	<b>Create a survey to reflect and inform site direction</b>	<b>Review the feedback to improve the collaboration for the following year</b>	<b>No cost/ Elementary VAPA Teachers</b>	<b>Improved collaboration among elementary teachers</b>

El Rancho Unified School District

	B. Ongoing monitoring of implementation and next steps	Review feedback of teacher collaboration forms to guide planning and P.D.	----->			
<b>Goal 4A: Delivering Instruction in the Arts PreK-12</b>						
a. Implement music residencies in PreK-5.	- Reach out to Ed Collective for providers. - Scheduling/ Logistics minutes per student - Scheduling per school site.	The artist comes to teach students and support teacher	----->	Parent presentation / recital	VAPA Coordinator, VAPA facilitators and Principals  \$ Sub release times	Building an Arts foundation also love for the arts and learning.
b. Secondary VAPA music teachers performs, presents and provides assemblies for elementary schools	- Schedule performances for assemblies and calendars	Performances for the elementary schools	----->	----->	Site principal  Transportation \$\$ from VAPA District budget	Appreciation of the arts, engagement, planting seeds of career pathways
c. Hire a TOSA or contracted teacher as a dance instructor at the high school	Get budget approved and board approval	Contact Human Resources, create job description, and fly the position Reach out to Universities / Dance schools to recruit	- Hire - Inform HS principal for master schedule.	Teacher hired for the following year	Human Resources  \$75,000 or based on the teacher salary schedule x 2 (El Rancho has own teacher, Ochoa and Salazar share a teacher.)	Students will be able to continue on the dance pathway

<p><b>d. Ensure that appropriate arts materials are available for all teachers in all programs</b></p>	<p><b>Identify pre-existing / inventory of materials</b></p>	<p><b>Create a list of needs</b></p>	<p><b>Budget</b></p>	<p><b>Partnerships / Donations</b></p>	<p><b>VAPA CC</b></p>	<p><b>-Appropriate materials -Equitable for</b></p>
<p><b>Strategic Direction B: Build and Strengthen Community Networks to Promote VAPA</b></p>						
<p><b>1<sup>st</sup> Year Action Ideas</b></p>	<p><b>Quarter 1 August-October Tasks</b></p>	<p><b>Quarter 2 November-January Tasks</b></p>	<p><b>Quarter 3 February – April Tasks</b></p>	<p><b>Quarter 4 May - July Tasks</b></p>	<p><b>Budget Implications/ Point Person(s)</b></p>	<p><b>Measurable Outcomes (Evidence of Success)</b></p>
<p><b>Goal 1B: Promote VAPA work throughout the Community</b></p>						
<p><b>a. Exhibit students arts work at arts showcases</b></p>	<p><b>Pre Quarter 1-</b> Select a date and make it a part of the EL Rancho Unified School District master schedule</p> <p><b>A. Select a location (i.e. park, high school etc.)</b></p> <p><b>B. Create an arts showcase committee</b></p>	<p><b>Designate a budget</b></p> <p><b>Create and disseminate guidelines to all schools</b></p>	<p><b>Advertise the VAPA Showcase</b></p>	<p><b>Set up and list of resources</b></p> <p><b>Arts showcase</b></p>	<p><b>\$5,000 for stage, sound, lighting, and permanent district arts display easels /VAPA C.C.</b></p>	<p><b>A Successful VAPA Showcase</b></p>

		Meet with the VAPA C.C.	Ongoing help in school and arts festival	----->	\$ Extra duty pay for teachers on this committee /Committee Chair	A strong and sustainable parent VAPA committee is organized
<b>Goal 2B: Engage Community and Parents in the Arts</b>						
a. Create a parent involvement arts committee	<p><b>A. Each school site creates a VAPA parent committee</b></p> <p><b>B. Create VAPA goals for each school site</b></p> <p><b>C. Create a partnership among teachers and parents is created to support the arts in the classroom</b></p>	----->	-	----->	District will pay for one parent at each school site for fingerprinting	Parents participation and commitment for the arts
		Prep for elementary teachers	----->	----->	District will pay for one parent at each school site for fingerprinting	Parents participation and commitment for the arts

Goal 3B: Build and Strengthen the Network of Community Partners for the Arts						
<b>b. Develop a city/community partnerships</b>	<b>A. Reach out to businesses in the city</b>	Throughout the year teachers, students, and parents send emails or make calls to local businesses for donations and fundraising information	----->	----->		<b>New city/community partnerships</b>
	<b>B. Create a master schedule that rotates locations and school sites for student VAPA works</b>	Start the display schedule	----->	----->	\$0/VAPA C.C.	<b>Student's VAPA works displayed all through the city.</b>

<b>Strategic Direction C: Fund and Sustain the Arts</b>						
<b>1<sup>st</sup> Year Action Ideas</b>	<b>Quarter 1 August- Mid-October Tasks</b>	<b>Quarter 2 November-January Tasks</b>	<b>Quarter 3 February – April Tasks</b>	<b>Quarter 4 May - July Tasks</b>	<b>Budget Implications/ Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>
<b>Goal 1C: Identify Funding Resources for the Arts</b>						
<b>d. Budget and allocate Title 1 District and Site funds</b>	<b>Provide information to principals and school site council on the use of Title 1 funds to fund interventions through the arts and Identify arts needs</b>	<b>More guidance and draft example of SPSA plan</b>	<b>Revise and collaborate with other principals</b>	<b>SPSA plan and present</b>	<b>\$0/Educational Services</b>	<b>Title 1 funds allocated for the arts</b>
<b>Goal 1C: Identify Funding Resources for the Arts</b>						
<b>e. Identify external resources for free field trips in the arts</b>	VAPA CC creates a list of places that could provide financial support					

El Rancho Unified School District

	<b>A. Appointed VAPA CC representative facilitates with sites to determine which field trips to reserve</b>	<b>Coordinator identifies dates for the field trips</b>		<b>Reflect on results</b>	<b>Appointed VAPA CC representative/s/ \$3,000-\$5,000 per school site (buses/subs/fees)</b>	<b>Real-life arts experiences for students</b>
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Strategic Direction A: Build District Wide Capacity to Increase Arts Programming				
Goal A4: Deliver Instruction in the Arts TK-12				
Year or Phase	Action Ideas:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Phase 2	a. Implement dance residencies in elementary schools	1a. Reach out to <i>Arts Ed Collective</i> for providers. 2a. Scheduling/ Logistics minutes per student 3a. Scheduling per school site. 4a. The artist comes to teach students and support teachers 5a. Perform for school, parents, community	VAPA Coordinator, VAPA facilitators and Principals  \$ Sub release times	Building an arts foundation as well as passion for learning the arts.
Phase 3	a. Implement theatre residencies in elementary schools	1a. Reach out to <i>Arts Ed Collective</i> for providers. 2a. Scheduling/ Logistics minutes per student 3a. Scheduling per school site. 4a. The artist comes to teach students and support teacher 5a. Perform for school, parents, community	VAPA Coordinator, VAPA facilitators and Principals  \$ Sub release times	Building an arts foundation as well as passion for learning the arts.
Phase 2	b. Secondary VAPA music teachers performs, presents and provides assemblies for elementary schools	Continue same as Year 1	----->	----->

El Rancho Unified School District

<p><b>Phase 2</b></p>	<p>c. Hire a TOSA or contracted teacher as a dance instructor at each middle school</p>	<p><b>1c. Get budget approved and board approval</b>  <b>2c. Contact Human Resources, create job description, and fly the position</b>  <b>3c. Reach out to Universities / Dance schools to recruit</b>  <b>4c. Hire</b>  <b>5c. Inform middle school principals for master schedule.</b>  <b>6c. Teacher Hired for the following school year</b></p>	<p><b>Human Resources</b>  <b>\$75,000 or based on the teacher salary schedule x 2</b></p>	<p><b>Students will be able to continue on the dance pathway</b></p>
<p><b>Phase 3</b></p>	<p>c. Hire a permanent dance teacher for high school</p>	<p><b>1c.</b> Hired teacher to continue to teach dance at the high schools.</p>	<p>Human Resources          Based on the teacher salary schedule x 2</p>	<p>Dance instruction for students at the high school          Dance pathway for college and careers</p>
<p><b>Phase 2+3</b></p>	<p>d. Ensure that appropriate arts materials are available for all teachers in all programs</p>	<p><b>1d.</b> Continue to take inventory and maintain materials for all teachers.</p>	<p>District:          -Dance needs are paid by district          Principals:          -Site funds to sustain, replenish, and maintain materials</p>	<p><b>Building an arts foundation as well as passion for learning the arts.</b></p>

Goal 2A: Leverage internal knowledge of district VAPA teachers to build capacity from TK-12				
<b>Phase 3</b>	<b>f. Create Concrete Pathways for the Arts</b>	<p><b>1f.</b> Identify highly motivated students in the arts</p> <p><b>2f.</b> Offer the above students a yearlong and/or summer arts academy</p> <p><b>3f.</b> Promote the VAPA work created at the academy</p>	<p>\$ Parents fundraising Parent Teacher Organization (PTO) Title 1 Teachers</p>	<p>Students in the arts receive additional support</p> <p>Teachers continue to receive PD in the arts to support the students</p>

Strategic Direction B: Build and Strengthen Community Networks to Promote VAPA				
Goal B2: Engage Community and Parents in the Arts				
Year or Phase	Actions:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Phase 2	b. Create a VAPA parent involvement arts committee	<b>1b.</b> Assign one parent per grade level to be on committee <b>2b.</b> Each school site will identify one highly involved parent VAPA volunteer <b>3b.</b> The VAPA parent committee distributes student VAPA work to local businesses and city	\$ 0/ Principals send out letters and teachers make recommendations	Collaboration between parents and school sites  Parents involvement in the arts
Phase 2	<b>New.</b> Create a master schedule that rotates locations and school sites to display student artwork	<b>1N.</b> Send a survey letter to alumni requesting for funds, space, and type of support available <b>2N.</b> Gather and evaluate the survey data and contact local businesses and city <b>3N.</b> The VAPA parent committee distributes student arts work to local businesses and city	\$ Ten hours stipend	Student VAPA work is showcased on local businesses and city

El Rancho Unified School District

<p><b>Phase 2</b></p>	<p><b>NEW.</b> Create a mentorship arts club</p>	<p><b>1N.</b> VAPA teachers will recruit and meet once a month</p>	<p>\$ Ten hours stipend</p>	<p>A city and local business community partnership is developed</p> <p>Once mentored, student becomes aware of careers in the arts and feels supported to pursue it in college</p>
<p><b>Phase 3</b></p>	<p><b>bcont.</b> Sustain and expand the school site VAPA parent committee</p>	<p><b>1bcont.</b> Assign a different parent per grade level to be on committee if needed</p> <p><b>2bcont.</b> Each school site will identify a different parent VAPA volunteer</p> <p><b>3bcont.</b> The sustained VAPA parent committee continues to distribute student arts work to local businesses and city</p>	<p>District Principal</p>	<p>Strengthen Collaboration between parents and school sites</p> <p>Expanded parents involvement in the arts</p>
<p><b>Phase 3</b></p>	<p><b>NEWcont.</b> Sustain the master schedule that rotates locations and school sites for student arts work</p>	<p><b>1Ncont.</b> Send a survey letter to both the contacted and newly identified alumni requesting for funds, space, and type of support available</p> <p><b>2Ncont.</b> Continue to gather and evaluate the survey data and contacting additional local businesses and city</p> <p><b>3Ncont.</b> The VAPA parent committee continues to distributes student arts work to local businesses and city based on evaluating and reflecting from the previous years</p>	<p>\$ Ten hours stipend/ District Principals and VAPA teachers</p>	<p>Student arts work continues to be showcased on local businesses and city and new venues</p> <p>A city and local business community partnership is expanded and sustained</p>

El Rancho Unified School District

<b>Phase 3</b>	<b>NEWcont.</b> Sustain and expand the mentorship arts club	<b>1Ncont.</b> VAPA teachers continue to recruit different mentees once a month	\$ Ten hours stipend/ Principal Coordinator and VAPA facilitator	A city and local business community partnership is expanded and sustained  Once mentored, student continue to become aware of careers in the arts and feels supported to pursue it in college
<b>Goal 1:</b> Promote VAPA student work throughout the community				
<b>Phases 2 +3</b>	<b>d.</b> Organize student arts performances in local parks	<b>1d.</b> Identify city “point person” <b>2d.</b> Identify venues (parks) <b>3d.</b> Collaborate on logistics <b>4d.</b> Conduct publicity campaigns including schools and district’s social media	Director of parks and recreation and VAPA CC facilitator	Successful student performances in local parks
<b>Phases 2+ 3</b>	<b>b.</b> Showcase VAPA work through a student created promotional technology	<b>1b.</b> Identify funding sources <b>2b.</b> Assemble a student/faculty committee <b>3b.</b> Identify target audience and distribute the video	PR consulting firm, high school technology teacher, students, VAPA facilitator and District	Student’s arts work promoted
<b>Phases 2+ 3</b>	<b>g.</b> Display VAPA work at district’s showcase	<b>1g.</b> Develop guidelines and logistics at the school sites <b>2g.</b> Publicize the VAPA showcase including utilizing social media <b>3g.</b> Identify volunteers	VAPA facilitator, site lead teachers, and principals	Well attended VAPA showcase

El Rancho Unified School District

<p><b>Phases 2+ 3</b></p>	<p><b>e.</b> Showcase student arts work in city buildings as well as other platforms</p>	<p><b>1e.</b> Identify city “point person” and business owners  <b>2e.</b> Identify venues (city buildings)  <b>3e.</b> Collaborate on logistics  <b>4e.</b> Conduct publicity campaigns including schools and district’s social media</p>	<p>Director of parks and recreation and business owners</p>	<p>Arts work displayed in city and city buildings</p>
<p><b>Phase 2 and Phase 3</b></p>	<p><b>c.</b> Publish a quarterly district “paper” showcasing El Rancho Unified School District (ERUSD) focusing in the arts through Pico Profile and social media</p>	<p><b>1c.</b> Identify funding resources  <b>2c.</b> Develop article submission guidelines  <b>3c.</b> Request articles for submission  <b>4c.</b> Publish and distribute the paper</p>	<p>PR consulting firm, IT, and district office</p>	<p>A quarterly district “paper” showcasing El Rancho Unified School District (ERUSD) focusing in the arts is published</p>
<p><b>Phases 2 + 3</b></p>	<p><b>h.</b> Display student VAPA work at district wide showcases</p>	<p><b>1h.</b> Develop guidelines and logistics at the school sites  <b>2h.</b> Conduct publicity campaigns including schools and district’s social media  <b>3h.</b> Identify volunteer</p>	<p>\$3,000/  VAPA facilitator, principals, and teachers</p>	<p>Student’s artwork displayed at the district showcases</p>

<b>Strategic Direction C: Fund and Sustain the Arts</b>				
<b>Goal 1: Identify Funding Resources for the Arts</b>				
<b>Year or Phase</b>	<b>Actions:</b>	<b>Tasks:</b>	<b>Budget Implications/ Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>
<b>Phase 2</b>	<b>New.</b> Continue to articulate arts goals in school site council	<b>1N.</b> Distribute parent and staff surveys <b>2N.</b> Analyze data and make recommendations for arts budget per school site <b>3N.</b> Prioritize arts needs and make appropriate allocations <b>4N.</b> Approve allocations in the SPSA		Sites have budgeted allocations using Title 1 and general funds
<b>Phase 2</b>	<b>a.</b> Create and utilize survey instruments to identify arts priorities for the LCAP	<b>1a.</b> Identify the purpose for the survey <b>2a.</b> Create survey <b>3a.</b> Disseminate survey to key stakeholders (parents, staff, etc.) <b>4a.</b> Analyze data and disseminate findings to appropriate audiences <b>5a.</b> Present to LCAP meetings/committee		More LCAP funds allocated to the arts

El Rancho Unified School District

<b>Phase 2</b>	<b>j.</b> Establish a ERUSD non-profit foundation and identify other funding sources	<b>1j.</b> Apply for 501c3 application <b>2j.</b> Establish a board <b>3j.</b> Create a letter of intent for non-profit businesses <b>4j.</b> Identify potential grants <b>5j.</b> Identify grant writer <b>6j.</b> Write grants	\$\$ Grant writer amount will vary	More revenue for the arts
<b>Phase 3</b>	Continue same tasks for LCAP, SPSA, non-profit, and grants	<b>1.</b> Adjust and continue surveys for key stakeholders <b>2.</b> Sustain activities from phase 2		Funds allocations from LCAP, Title 1, and non-profit
<b>Phase 3</b>	<b>c.</b> Fund and support teachers ideas	<b>1c.</b> Identify available PD in the arts <b>2c.</b> Identify costs <b>3c.</b> Identify teachers who are interested in attending a PD per school site <b>4c.</b> Allow time for collaboration among teachers		Teachers utilize more arts in their everyday lessons
<b>Phase 2</b>	<b>b.</b> Create Clear Policies to build institutional knowledge in the Arts.	<b>1b.</b> Determine who will write the policy <b>2b.</b> Assure that the policy directions are written in a short and concise manner <b>3b.</b> Create procedures and an implementation timeline	VAPA CC reps at elementary Middle school arts teachers High school Chair	Students receive high quality arts education Standards touched on at every grade level

**Appendix**

**A. Community Arts Team Members**

<b>Name/Signature</b>	<b>Title and/or School Site</b>	<b>Email</b>
Annette Veach	Teacher Valencia Elementary (Grades K-2)	<a href="mailto:aveach@erud.org">aveach@erud.org</a>
Arianne Martinez	Counselor Salazar High School	<a href="mailto:ammartinez@erud.org">ammartinez@erud.org</a>
Aurora Villon	President Board of Education	<a href="mailto:avillon@erud.org">avillon@erud.org</a>
Elizabeth Maldonado	Coordinator Curriculum and Instruction	<a href="mailto:emaldonado@erud.org">emaldonado@erud.org</a>
Gisela Castanon	Principal Magee Academy of Arts and Sciences	<a href="mailto:gcastanon@erud.org">gcastanon@erud.org</a>
Jacqueline Cardenas	Assistant Superintendent Educational Services	<a href="mailto:jcardenas@erud.org">jcardenas@erud.org</a>
Janet Alonso	Principal, Rio Vista Elementary	<a href="mailto:jalonso@erud.org">jalonso@erud.org</a>
Jesus Magdaleno	Teacher ERHS/EOPA Facilitator VAPA Curriculum Council	<a href="mailto:jmagdaleno@erud.org">jmagdaleno@erud.org</a>
Kerrie Weaver	Teacher Rio Vista Elementary	<a href="mailto:kweaver@erud.org">kweaver@erud.org</a>
Karling J. Aguilera-Fort	Superintendent	<a href="mailto:kaguilera-fort@erud.org">kaguilera-fort@erud.org</a>
Minerva Bae	Teacher NPAA (Grades 6-8)	<a href="mailto:mbae@erud.org">mbae@erud.org</a>
Olga Montano-Briseno	Parent	<a href="mailto:omontano-briseno@erud.org">omontano-briseno@erud.org</a>
Patricia Ziola	Teacher Valencia Elementary (Grades 3-5)	<a href="mailto:pziola@erud.org">pziola@erud.org</a>
Paulina Vega	Teacher Special Education/ Facilitator VAPA Curriculum Council	<a href="mailto:pvega@erud.org">pvega@erud.org</a>
Ray Reyes	District Office I	<a href="mailto:rreyes@erud.org">rreyes@erud.org</a>
Robert Parra	Teacher STEAM Academy 6-8 grades	<a href="mailto:rparra@erud.org">rparra@erud.org</a>
Roberta Gonzalez	Director Early Learning Program	<a href="mailto:rsgonzalez@erud.org">rsgonzalez@erud.org</a>
Tarcio Lara	Principal Valencia Academy of the Arts	<a href="mailto:tlara@erud.org">tlara@erud.org</a>

**B. Practical Vision for the Arts Workshop**

Foster a supportive and engaging community through the arts	A Fulltime VAPA coordinator that sustains the implementation of the VAPA curriculum in the district	Real world arts experiences and career pathways for all students through partnerships	Community wide student arts showcases	Articulated, equitable, and sustainable arts programming throughout the district
<p>Engaging in the arts makes parents and community feel welcome and supported and become advocates of the arts at all school sites</p> <p>Student theatre performances bring parents/community into school sites</p>	<p>District VAPA coordinator</p>	<p>Funded arts field trips and workshops facilitated by community artists</p> <p>Expose all students to professional artists</p> <p>Partnerships with museums and other districts</p> <p>Funding for museum and field trips</p> <p>Opportunities to create arts centered career pathways and Internships</p>	<p>Ample opportunities for site specific student performances in the community</p> <p>District wide collaborative showcases</p> <p>Student artwork displayed around the community</p> <p>Visual Arts unify El Rancho's community (art show, etc.)</p>	<p>TK-12 pathways that are articulated, funded, and staffed</p> <p>Equitable access and continuity of arts programs for all students</p>

El Rancho Unified School District

Arts dedicated and properly equipped facilities at all schools sites	Build and sustain teachers capacity in the arts	Inclusive and robust arts curriculum for all students	Managed and sustained dedicated arts funding	Creating a nurturing and vast relationship among businesses, the city, and higher education
<p>School sites and classrooms designed with the arts in mind</p> <p>Music rooms with instrument, dance studios, and performance hall/ galleries at every school site</p> <p>Culturally diverse dance instruction at every school site</p> <p>Fully equipped arts studios (2D-3D) at every school site</p> <p>New high school has dedicated and equipped arts spaces</p> <p>District/City wide performing arts center</p>	<p>Professional Development (PD) for all teachers</p> <p>Unified arts training for all school sites</p> <p>Time for collaboration among teachers</p>	<p>Every student will have VAPA fundamentals upon graduation</p> <p>Students are able to identify and utilize proper arts vocabulary</p> <p>Arts are a core subject</p> <p>Cooking and sewing considered as part of arts instruction</p> <p>No student is denied arts access due to English Language Learners (ELL) requirements</p> <p>Professional arts teachers at all school sites</p> <p>High school students have creative economy pathways</p> <p>Career and Technical Education (CTE) Arts not crafts taught to all students</p> <p>Arts curriculum that reflect socio-cultural-historical perspectives</p> <p>TK-12 year long instrumental and vocal music Instruction at all school sites</p> <p>Arts are naturally being integrated in all subject areas</p>	<p>Funding for the arts (K-12)</p> <p>Parcel tax guarantees steady arts revenue</p> <p>Arts plan strategies funded in LCAP</p> <p>Funding for museums and field trips</p> <p>All school sites have supplies for all the arts disciplines</p> <p>The district provides equal amount of funds to all school sites for the arts</p>	<p>Community partnerships</p> <p>Partnerships with the City of Pico Rivera</p> <p>Partnerships with Higher education institutions</p>

### C. Strategic Directions Workshop

*To come up with Strategic Directions to guide the plan and address the challenges, the CAT met and developed the following strategic directions, goal areas, and actions to support implementation.*

#### A. Build District Wide Capacity to Increase Arts Programming

##### **Goal 1: Leverage internal knowledge of district VAPA teachers to build capacity from TK-12**

###### **Action Ideas:**

- a. Participate in instructional rounds amongst school site.
- b. Bring VAPA Curriculum Council (C.C.) into the El Rancho Community Arts Team planning
- c. Provide time for teachers to collaborate and articulate across grade levels
- d. Ensure that there is a pathway for each arts discipline.

##### **Goal 2: Create College and Career Pathways for the Arts**

###### **Action Ideas:**

- a. Invite college arts representatives to promote programs
- b. Create concrete pathways for the arts
- c. Create arts classes for Special Education and Spanish Learners (Duel Program) students

##### **Goal 3: Build Sustainable Professional Development (PD) throughout the District**

###### **Action Ideas:**

- a. Setup district VAPA PD's for middle and high school teachers
- b. Offer staff training to enhance the arts district wide
- c. Provide district wide PD in the arts for teachers to integrate the arts in class at all grade levels
- d. Create mobile arts labs to support collaboration and professional learning for staff and students
- e. Capacity building via artist residency apprenticeship program

##### **Goal 4: Delivering instruction in the Arts TK-12**

###### **Action Ideas:**

- a. Implement music residencies in elementary schools
- b. Secondary VAPA music teachers performs, presents, and provides assemblies for elementary schools
- c. Hire a TOSA or contracted teacher as a high school dance instructor
- d. Ensure that appropriate arts materials are available for all teachers in all programs

#### B. Build and Strengthen Community Networks to Promote VAPA

##### **Goal 1: Promote student VAPA work throughout the community**

###### **Action Ideas:**

- a. Exhibit student VAPA work at arts showcases
- b. Showcase VAPA through a student created promotional video
- c. Publish a quarterly district "paper" showcasing El Rancho Unified School District (ERUSD) focusing on the arts

## El Rancho Unified School District

- d. Organize student VAPA performances in local parks
- e. Showcase student VAPA in city buildings
- f. Student VAPA work framed and/or displayed at district's office, library and local businesses
- g. Display student VAPA work at family arts night at school sites
- h. Display student VAPA work at district wide showcase

### **Goal 2: Engage Community and Parents in the Arts**

#### **Action Ideas:**

- a. Create a VAPA parent involvement arts committee
- b. Connect to outside resources in the community
- c. Develop city/community partnerships

## **C. Fund and Sustain the Arts**

### **Goal 1: Identify Funding Resources for the Arts**

#### **Action Ideas:**

- a. Utilize LCAP funding for the arts
- b. Provide incentives for teacher leaders in the arts
- c. Fund and support teachers ideas
- d. Clarify Title 1 funds language
- e. Identify external resources for free field trips in the arts
- f. Fundraise specifically for arts programs
- g. Find funding in community businesses
- h. Identify and apply for arts education grants
- i. Identify local and statewide arts scholarships for the students
- j. Establish an El Rancho Unified School District non-profit arts foundation

### **Goal 2: Build Institutional Knowledge in the Arts**

#### **Action Ideas:**

- a. Hire a VAPA coordinator
- b. Create clear policies to build institutional knowledge