

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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**Department Name:** Arts & Enrichment

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### **Department Purpose**

*What does the department do?*

The Arts & Enrichment Department, in collaboration with the District Arts Team/Community Arts Team (DAT/CAT), and the department of Curriculum, Instruction & Professional Development (CIPD), works with students, teachers, parents, and administrators to ensure that an enriching experience in the arts is a vital and indispensable part of a comprehensive PUSD education for all students. It also ensures that students' gifts are identified, supported, and developed to reveal the potential of talent.

### **Department Services**

*What is a general list of services that your department provides?*

- Coordination & implementation of GATE identification process
- Provide PD & instructional framework for GATE & ARTS
- Parent advisory and education meetings for GATE
- Coordination of district wide arts & enrichment events (festivals, Math Field Day, No Boundaries, etc)
- Collaboration with community partners in programming (My Masterpieces, Open Stage, All Star Musical, etc)
- Support staffing and equity in programming across art forms for all schools
- Evaluate & support elementary music teachers & program
- Purchasing, hiring, and budget management for arts funding (district, grants, PEF, ELO)
- Professional growth for #artslead teachers at each elementary
- Support after school arts programming in all secondary schools
- Materials and programming for elementary arts programs
- Facilitation of DAT/CAT & other community meetings
- Implementation of 5 year Strategic Arts Plan
- Coordination of K-12 arts curriculum and field trips (My Masterpieces, Theatre & Dance Explorations, PUSD curriculum drive)

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- Coordination of LA County based programs in Arts & GATE (Creative Wellbeing, TEAL, GATE Advisory Team)
- Coordination of All Star Band & All Star Musical

**Total Department Budget**

*What is your department's total budget?*

The total department budget is LCAP \$929,780  
ESSER \$259,000  
PUSD GRANTS \$51,500  
PEF GRANTS & GIFTS \$350,000  
AFTER SCHOOL PROGRAMMING (LEARNS) \$75,000  
TOTAL \$1,665,280.

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**Prior Year Reflection**

*This section of the department plan reviews the intent of prior department plans and the successes/challenges encountered while implementing the planned actions. This portion of the plan summarizes key learnings that inform the planning for the current year.*

**Prior Year Intended Outcomes**

*What did your department plan set out to achieve during the prior year?*

1. Expand the faculty for elementary music and design schedules and curriculum to provide individualized instruction for every 5th grader in the first semester and every 4th grader in the second semester in order to maximize general music and instrumental instruction in K-5, accelerate learning, and engage students into middle school band, orchestra or choir programs, which will reengage students in the school community.
2. Integrate artists in residence in the classroom to model and develop teacher capacity in arts integrated and social emotional learning strategies into K-12 classes with specific considerations for SPED, Foster Youth, and English Learners in order to build teacher capacity in arts integrated practices and support self care strategies, which will provide opportunities for TSEL through the arts K-12.
3. Provide space for collaborative planning sessions for arts & music teachers to intentionally integrate culturally responsive pedagogical practices and materials into their instruction in order to support teachers in including TSEL competencies and relevant repertoire to support student agency, identity, and belonging through the arts, which will allow for culturally responsive pedagogy for equity, inclusion, and diversity.
4. Continue to refine our GATE ID data analysis process and Secondary Review process to align with best practices from current research for equitable identification of students across subgroups; and continue to engage the GATE Equity Focus group to commit to this work throughout our Universal Screening process of 2nd and 3rd graders this year in order to allow for multiple pathways for recognition of potential, which will result in more equitable identification of giftedness across school sites.
5. Integrate artists in residence in the classroom to provide opportunities for

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students to engage in arts integrated lessons lead by professionals from across the arts disciplines in order to provide a safe space for students to build identity, belonging, and advocacy skills (TSEL), which will reengage students in the school community through the arts.

6. Engage in targeted PD through GATE PLCs and with the #artslead program, which will support equitable identification and support of students with potential, as well as arts integration strategies across elementary schools and build capacity and agency for teacher leaders.

### **Prior Year Achievement**

*Did the department achieve what it had outlined? How do you know?*

The department achieved the majority of what was outlined in 21-22. Details and metrics are defined in the Arts Department Plan Metrics & Performance Indicators Document.

### **Prior Year Successes, Challenges, and Learnings**

*What successes, challenges, and learnings should be highlighted from the prior year?*

Successes from last year's plan include the many and varied opportunities that we allowed for student re-engagement in the community through the arts, both during and after school. The relaunching of in person elementary music programming, as well as the My Masterpieces programs at all schools were integral to student's sense of well-being, along with all of our after school opportunities through the arts and GATE that were supported by the ELO grant. Most striking was the success of the All Star Band, the Secondary musicals, and the district wide festivals (music and No Boundaries). It was a joy for the whole PUSD community to see our students' talents celebrated through these important opportunities again.

Another success was the further development of our arts curriculum. We added dance integrated lessons, a launch unit for visual arts for elementary, and SEL arts integrated lessons that match the Second Step units.

We were most challenged by the continuing effects of covid19 in terms of teacher absences and lack of substitutes. It made it very challenging to support PLC and PD time for teacher collaboration, including for #artslead teachers and the GATE equity cohort. One positive outcome, despite these absences, was the integration of artists in residence in the classrooms

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allowed programming to continue even when teachers were absent.

A significant learning was that our GATE ID process needs to continue to be refined to reflect local norms by school in order to truly reach the needs of gifted students across subgroups. Our GATE Equity cohort made great progress in understanding the identification and services needed for gifted students at Madison & Washington, even though PD time was limited and interrupted by sub challenges.

Another significant learning was that when we remove barriers for arts teachers at schools to be able to develop their extra curricular programming, the outcomes are significant. The ability to support the budgets of the musicals and other after school clubs had a huge impact on teacher willingness to take on projects, as well as teacher wellness throughout the process (not having to worry about fundraising, vendors, etc, as well as getting paid for their time).

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**Current Year Priorities**

*This section of the department plan provides a summary of the identified needs that are prioritized for informing the department plan's actions for the current year.*

**Data and Information Used for Plan Development**

*What data did you consider when developing this plan?*

Student enrollment in arts courses

Feedback from teachers and stakeholders

End of year surveys

**Stakeholder Engagement/Input**

*What stakeholder engagement or information was used to inform this plan?*

Music Teachers meetings (which occur 6 times throughout the year) to define priorities

2018-2023 Arts Strategic Plan - developed with District Arts Team/Community Arts Team

GATE Equity Cohort: a collection of one teacher per grade level at Madison Elementary and Washington Elementary with the intent to engage in professional development that supports the identification and support services to all students borrowing from asset-based pedagogical frameworks that promote the identification of students' potential.

**Key Data Findings/Information for This Plan**

*Based on data analysis and stakeholder information, what key data findings are considered in the development of this plan?*

-disproportional representation in initial GATE identification. More proportionality in secondary review process

-embedding teaching artists with teachers provides positive outcomes for both teacher growth and student learning

-students made connections & felt seen and heard through arts enrichment programs (Open Stage & My Masterpieces)

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**Current Plan Priorities**

*Based on the key data findings, what needs emerged from your Department's root cause analysis, and which of these needs are given priority for this planning cycle?*

-access for teachers to professional growth opportunities in GATE

-more exposure opportunities in the arts for all students

-stakeholder knowledge of pathways in the arts for retention and support of students

SEL, literacy, equity

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**Current Year Planned Actions and Metrics**

*This section of the department plan provides a summary of the planned actions that address the identified priorities based on data analysis and stakeholder input. Metrics associated with monitoring and/or evaluating the effectiveness of the planned actions are summarized in this section.*

*What action could you take to address the identified needs of your department?*

*What would you be able to monitor throughout the year (quarterly or more than twice per year) to know that your actions are creating a change?*

**Theory Of Action**

**If we...** continue existing core programs/events; implement All Star Musical; expand elementary & secondary music festivals and adjudicated contests; support after school programming for plays, musicals, and arts clubs

and

provide TK-3 culturally responsive general music, and 4-5 total participation in music by student choice of instrument or choral music at all schools

**then...** students will build community as they find their voice and choice in arts offerings and be exposed to all art forms

and

Build a creative, participatory, skill building, and safe environment in elementary music classes to develop a love of music, where students know why they love it and all stakeholders see the value.

**which will...** allow for many and varied opportunities for access to and participation in the arts

**If we...** provide PD and literature/materials that promote inclusivity of students' cultural identities though the



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arts focusing on inclusive practices and habits to disrupt assumptions of common religious identities/practices.

and

provide Open Stage & Everyday Arts (SPED) teaching artist residencies in middle school ELA & History classes to support listening, speaking, reading and writing

**then...** Students who are part of traditionally marginalized groups will feel more connected to school culture

and

Provide a safe space for creativity, collaboration, critical thinking and community with language development

**which will...** embed TSEL through arts integration for literacy

**If we...** refine GATE plans by school to identify key teachers and support them with PD in the schoolwide enrichment model (Renzulli & Reis) for Multi Tiered Systems of Support.

and

continue #artslead cohort PD and curriculum development, provide 2 day intensive arts integration PD for elementary teachers cohorts from each school.

**then...** students will receive appropriate differentiated services that are responsive to their needs, interests, and abilities

and

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|                      |  |
|----------------------|--|
| <b>which will...</b> | K-5 teachers will be trained in student centered, literacy based, arts integration |
| <b>which will...</b> | support culturally responsive pedagogy for equity, diversity and inclusion         |
| <b>If we...</b>      | locally norm the universal screening data and implement a MTSS model for services  |
| <b>then...</b>       | students with the most need at each school will be seen and supported              |
| <b>which will...</b> | transform equitable identification and services for GATE by school site            |

**Priority 1: allow for many and varied opportunities for access to and participation in the arts**

[Action 1]

continue existing core programs/events; implement All Star Musical; expand elementary & secondary music festivals and adjudicated contests; support after school programming for plays, musicals, and arts clubs

Metrics

- a. number of students participating in programs by art form
- b. student surveys
- c. equity litmus test questions

[Action 2]

provide TK-3 culturally responsive general music, and 4-5 total participation in music by student choice of instrument or choral music at all schools

Metrics

- a. number of students participating by instrument
- b. retention of students from 5th grade into middle school programs
- c.

**Priority 2: embed TSEL through arts integration for literacy**

[Action 1]

provide PD and literature/materials that promote inclusivity of students' cultural identities through the arts focusing on inclusive practices and habits to disrupt assumptions of common religious identities/practices.

Metrics

- a. lesson plans
- b. teacher participation in PD
- c. teacher surveys

[Action 2]

provide Open Stage & Everyday Arts (SPED) teaching artist residencies in middle school ELA & History classes to support listening, speaking, reading and writing

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Metrics

- a. student and teacher surveys, lesson plans

**Priority 3: support culturally responsive pedagogy for equity, diversity and inclusion**

[Action 1]

refine GATE plans by school to identify key teachers and support them with PD in the schoolwide enrichment model (Renzulli & Reis) for Multi Tiered Systems of Support.

Metrics

- a. GATE plans
- b. participation in GATE PD by school
- c. surveys of GATE students
- d. Individualized Learning Plans for GATE
- e. 2E data & services provided in IEP

[Action 2]

continue #artslead cohort PD and curriculum development, provide 2 day intensive arts integration PD for elementary teachers cohorts from each school.

Metrics

- a. My Masterpieces surveys
- b. observation in elementary classrooms through learning walks
- c. lesson plans
- d. equity litmus test questions

**Priority 4: transform equitable identification and services for GATE by school site**

[Action 1]

locally norm the universal screening data and implement a MTSS model for services

Metrics

- a. cogAT7 demographic data by school

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- b. secondary review portfolios
- c. participation in PD on MTSS GATE model by school