

PASADENA UNIFIED SCHOOL DISTRICT
2023-2024 DEPARTMENT PLAN

Department Name: Arts & Enrichment

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Report Last Generated: Jul 31 2023 @ 05:54:46 (PDT)



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 & visual arts teachers
- Purchasing, hiring, and budget management for arts funding (district, grants, PEF, ELO)
- Planning & Implementation of Prop 28 goals and funding for each school, including staffing and schedules
- 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
- Development & Implementation of 5 year Strategic Arts Plan with LA County

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Arts Ed Collective

- Coordination of K-12 arts curriculum and field trips (My Masterpieces, Theatre & Dance Explorations, PUSD curriculum drive)
- Coordination of LA County based programs in Arts & GATE (Creative Wellbeing, TEAL, GATE Advisory Team)
- Direction of All Star Band & All Star Musical

Total Department Budget

What is your department's total budget?

The total department budget is LCAP \$1,183,662

PROP 28 \$2,319,841

PUSD GRANTS \$26,500

Learning Recovery \$1,657,000

Arts & Music Block Grant \$900,000

PEF GRANTS & GIFTS \$350,000

TOTAL \$6,437,003.

Note:

Learning Recovery funds and elementary Prop 28 funds are for the addition of visual arts teachers and general music teachers at all elementary schools to support PLCs. Arts & Music Block Grant funds are just those being managed by this department. Secondary Prop 28 funds are allocated by school and this department is supporting their staffing and implementation of programs.

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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?

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.

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.

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.

Action 2: Provide Open Stage & Everyday Arts (SPED) teaching artist residencies in middle school ELA & History classes to support listening, speaking, reading and writing.

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.

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

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

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Action 1: Locally norm the universal screening data and implement a MTSS model for Services.

Prior Year Achievement

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

The Arts & Enrichment Department had a very fruitful 2022-23: expanding services, providing much needed materials and equipment, and ensuring exposure to all art forms for all students. We were back to pre-pandemic norms for concerts, plays & musicals, My Masterpieces and Open Stage field trips, and festivals & exhibitions, and we added the ground breaking All Star Musical, in collaboration with Pasadena Playhouse. The production of Into the Woods at the Civic Auditorium involved over 100 students from all four high schools in design and production, and was attended by all of our 4th-7th graders, along with an additional 4000 community members. Not only did it receive exceptional press, in the moment, it was influential in Pasadena Playhouse receiving the regional theatre Tony Award this year. This project was emblematic of the goals of our department - so provide exposure to the arts at the foundation (elementary and middle school students attending the show), in-depth work in arts courses in High School (theatre tech, costume tech, and visual arts classes working on props, set, costumes), and specialized professional experiences for students who are looking for college and career in the arts (actors and orchestra members). Many of the seniors involved in the project changed their trajectory for college and two students received full ride scholarships for musical theatre as a result of the show.

Another significant accomplishment was providing in-depth Professional Development for cohorts of elementary teachers in arts integration and Transformative Social Emotional Learning (TSEL) through the arts. Our #artslead cohort then continued the PD through the spring and supported teachers at their school with lessons, supplies and resources for arts integration. This, combined with artist residencies, My Masterpieces field trips, and curriculum on the PUSD drive has expanded access to content for the students by engaging multiple modalities in instruction. We developed and shared culturally responsive visual arts lessons for the Thanksgiving holidays, winter holidays, Black history month, and earth day to support elementary teachers in rich instruction and activities. We also began music and movement classes and Professional Development at the PreK level in partnership with the Bloom School Foundation. Our artist residencies were successful at all levels, from PreK through High School. A significant surprise was the success of embedding a theatre teaching artist to support students in

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their senior defense. The results were dramatic, and they point to the need for continued support for our students in affirming their identity and story, as well as presentation skills.

In GATE, we universally screened all 2nd graders with a new process and locally normed the results. Challenges included training for 2nd grade teachers and instructional coaches on the new process, and time to complete the second round of testing (30% of students at each site). The results provided for balance in terms of identification by school, and a more diverse population of students identified to reflect the needs at the individual school site. We provided PD on A Mondays in the MTSS model for instruction to support gifted students, and 29 teachers attended GATE certification PD in June.

Prior Year Successes, Challenges, and Learnings

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

Successes include All Star Musical and All Star Band, the expansion of services in elementary, all of the festivals and exhibitions and shows that returned after three years of challenges and cancellations, and the continued work on culturally responsive integrated curriculum for SEL through the arts. We also expanded opportunity and professionalism in the arts through purchases of much needed equipment and materials.

Challenges include access to all teachers for coaching and PD in GATE instructional strategies, as well as supporting principals in the completion and implementation of the site GATE plan. We also experienced challenges in transportation - cancellation or changes to planned field trips, or the ability to get respond to opportunities for students quickly, especially when a longer trip was needed (festivals, out of town field trips).

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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?

Feedback from teachers and educational partners

End of year surveys

Stakeholder Engagement/Input

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

2018-2023 Arts Strategic Plan - developed with District Arts

Team/Community Arts Team

Surveys & meetings with teachers

Results from past programs

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?

- 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, All Star, My Masterpieces)
- large scale community events in the arts expand opportunities for students and evoke pride in students, staff, and educational partners
- more varied course offerings in high school with consistent TSEL and culturally responsive pedagogy needed to involve and engage more students in arts courses
- gifted students are not receiving consistent levels of support from school to school

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?

- teacher support needed for GATE instruction and services
- continued PD in anti-racist and TSEL pedagogy for arts teachers

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- consistency in rich arts programming across schools with unique attributes in response to the community the school serves
- continued opportunity to highlight exceptional talent and connect students with professionals in the field
- support for transportation needs

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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... Update 5 year Arts Strategic Plan with educational partners and Arts Ed Collective, create a visual representation of the plan

then... goals will be clearly identified, analyzed, and communicated to all educational partners, in line with the PUSD strategic plan

which will... articulate PK-12 continuum of services in all arts forms.

If we... Leverage Prop 28 funds to specialize programs in secondary and provide art & music teachers in elementary

and

Support teachers with curriculum and consistent planning meetings with visual arts & music specialists

and

Update the arts fact sheet & arts ed data profile for each school

then... courses and support in the arts will be school specific and based on student interest and need, instruction

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which will...	will be student centered and connected to core curriculum and instruction will be aligned to district priorities (learner centered, inquiry driven, focused on wellbeing) and all partners and programs will be clearly articulated coordinate consistency in arts programming across schools
If we... then... which will...	Provide PD and resources for all arts teachers to support culturally sustaining pedagogy and arts integration, with support from specialists (Equity and Access, educational partners) growth in teacher practice will be learner centered embed anti-racist and TSEL pedagogy and curriculum for arts teachers
If we... then...	Support teachers with Differentiation TOSA during PLCs at elementary sites and Provide PD for RTI & Instructional coaches in co-teaching models and GATE SEL needs and identifiers lessons will be adapted based on data and student needs, interests, and abilities and

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which will...

instructional choices will be based on student
emotional and cognitive wellness

provide teacher support for GATE instruction and
services

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Priority 1: articulate PK-12 continuum of services in all arts forms

[Action 1]

Update 5 year Arts Strategic Plan with educational partners and Arts Ed Collective, create a visual representation of the plan

Metrics

- a. 2023-2028 Arts Strategic Plan
- b. agendas from planning meetings

Priority 2: coordinate consistency in arts programming across schools

[Action 1]

Leverage Prop 28 funds to specialize programs in secondary and provide art & music teachers in elementary

Metrics

- a. Prop 28 reports in SPSA
- b. # of students enrolled in courses

[Action 2]

Support teachers with curriculum and consistent planning meetings with visual arts & music specialists

Metrics

- a. agendas from PD/meetings
- b. lesson plans

[Action 3]

Update the arts fact sheet & arts ed data profile for each school

Metrics

- a. completed ed data profile
- b. course offerings in secondary

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Priority 3: embed anti-racist and TSEL pedagogy and curriculum for arts teachers

[Action 1]

Provide PD and resources for all arts teachers to support culturally sustaining pedagogy and arts integration, with support from specialists (Equity and Access, educational partners)

Metrics

- a. teacher participation in self selected PD by art form
- b. lesson/unit plans
- c. learning walks

Priority 4: provide teacher support for GATE instruction and services

[Action 1]

Support teachers with Differentiation TOSA during PLCs at elementary sites

Metrics

- a. agendas from PD/meetings
- b. observation of GATE clusters
- c. lesson plans
- d. SBAC data/iready data

[Action 2]

Provide PD for RTI & Instructional coaches in co-teaching models and GATE SEL needs and identifiers

Metrics

- a. agendas from PD/meetings
- b. learning walks